DOCUMENT RESUME

ED 407 490 CE 073 854

TITLE	The European Network for Research, Action and Training in Adult Literacy and Basic Education (Dublin, Ireland, May 25-30, 1991). A Seminar Organised by EUROALPHA. Adult Basic Education in Prisons.
SPONS AGENCY	Commission of the European Communities, Brussels (Belgium).
PUB DATE	May 91
NOTE	137p.
AVAILABLE FROM	Education Unit, Wheatfield Place of Detention, Clondalkin, Dublin 22, Ireland.
PUB TYPE	Collected Works - Proceedings (021) -- Opinion Papers (120)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Basic Skills; *Correctional Education; *Correctional Rehabilitation; Criminals; Developed Nations; Foreign Countries; *Literacy Education; Program Development
IDENTIFIERS	*Europe

ABSTRACT

This conference report on adult basic education in European prisons contains the following introductory materials: a list of participants, the program, and introductions to the seminar by Frank Dunne and Pierre Freynet. "Keynote Address" (Robert Suvaal) discusses five items a prison educator must deal with: philosophy, position of education in prison and policy aiming at the best possible opportunities for education in prison, profile of the teacher, practice, and Prison Education Networks and Prison Cooperations. Summaries follow of three group discussions on issues raised by the keynote address. "Basic Education and Literacy in the Dutch Penal Institutions" gives an insight into prison education in the Netherlands by pointing out trends and pressure points. "Looking at Literacy and Adult Basic Education in Republic of Ireland: Working in Prisons" (Pam Lorenz) compares literacy provision in Ireland with that in its prisons. "Adult Basic Education in Prison" (Pere Diaz et al.) describes education in Spain's two penal administrative systems--Catalonia and the rest of Spain. "The Council of Europe Report 'Education in Prison'" (Kevin Warner) discusses what the report is, its underlying principles, and what it says about literacy and adult basic education. "Basic Education in Prisons in France" (D. Armengaud) considers characteristics of the prison population, objectives, resources, and methodology. "Structured Rehabilitation Project: Nantes Detention Centre, France" describes guidelines, staff, teaching methods, and project outline. "Literacy in Irish Prisons--A Broad Curriculum" (Catherine O'Flaherty) provides a general overview from a teacher's perspective. "Literacy through Literature" (Peter Budweg, Marie-Therese Schins) covers the creation of a reading club and literature as a medium in socio-educational intervention in Germany. Three papers describe programs in Belgium, England, and Ireland: "Writing Workshops: Funoc, Belgium"; "Open Learning Project Held at H.M. Prison Wakefield" (Lesley Taylor); and "Making Literacy Active--A Summary Workshop, Irish Prison Education Service" (Betty Cleary, Bernadette Sproule). "Beyond the Prison Walls" (Henning Jorgensen) talks about adult education and prison walls in Denmark. "Basic Education in Prisons: A New Research Project" (Peter Sutton) is an invitation to participate in a major UNESCO Institute for Education international investigation into basic education in prisons. (YLB)

ED 407 490

Adult Basic Education in Prisons

A seminar organised by *EUROALPHA*

The European Network for Research, Action and Training in Adult Literacy and Basic Education

Dublin

May 25 - 30,1991.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M Kett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

CE 073 854

Adult Basic Education in Prisons

A seminar organised by *EUROALPHA*

The European Network for Research, Action and Training in Adult Literacy and Basic Education

Dublin

May 25 - 30,1991.

FOREWORD

This report represents papers presented at the *EUROALPHA* Conference on Basic Education in Prisons, held in Gort Mhuire in Dublin, May 25-30, 1991.

Participants who attended were drawn from 8 countries of The European Union.

Further copies in English may be obtained from:

Mary Kett
Education Unit
Wheatfield Place of Detention
Clondalkin
Dublin 22

Copies in French can be obtained from:

Pierre Freynet
C.U.F.C.O.
Université d'Angers
5 Boulevard Lavoisier
49045 ANGERS CEDEX
France

ACKNOWLEDGEMENT

We wish to thank most sincerely the Commission of the European Union whose financial support made this Conference possible.

We also wish to acknowledge the financial support of the Irish Department of Justice and in particular the help and guidance of **Mr. Kevin Warner, Education Co-Ordinator for Prison Education.**

We also wish to acknowledge the financial support of the French G.P.L.I.

Finally, we wish to acknowledge the administrative support of the City of Dublin V.E.C., and in particular:

Mr. T. Doyle
Mr. D. Collison
Mr. V. Sammon
Ms. E. Heffernan

Adult Basic Education in Prisons

List of participants:
Organisers:

Mary Kett	Education Unit, Wheatfield Prison, Clondalkin, Dublin 22. Tel: 353 1 623 2737
Nadia Baragiola	137 Rue de Marcinelle, 6120 Nalinnes, Belgium *Work:* FUNOC, Secteur Alphabetisation, 1b Avenue General Michel, 6000 Charleroi, Belgium. Tel: 32 71 311581
Alfonso Lizarzaburu	7 Impasse Carriere Mainguet, 75011 Paris Tel: 33 1 43 793103
Lisette Daguin	C.U.F.C.O., 5 Bld Lavoisier 49045 Angers Cedex 01 Tel: 33 41 352190
Pierre Freynet	C.U.F.C.O., address as above.

Belgium

Francoise Filee

89 Rue de Bomeree
6110 Montigny le Tilleul

Tel: 32 71 516330

Work:
FUNOC,
Secteur Alphabetisation,
1b Avenue General Michel.
6000 Charleroi

Tel: 32 71 311581

Gisele Jakub

Chaussee de St Job 511
1180 Bruxelles

Tel: 32 71 516330

Work:
ADEPPI,
7 Avenue Wielemans Ceuppens
1190 Bruxelles

Tel: 32 2 3462374

Marie-Noelle Van Beeson

Rue de la Celidee 14
1080 Bruxelles

Tel: 32 2 4103270

Work:
ADEPPI,
7 Avenue Wielemans Ceuppens
1190 Bruxelles

Tel: 32 2 3462374

Denmark

Henning Jorgenson	Direktoratet for Kkriminalforsorgen Klareboderne 1 1115 Kobenhavn Tel: 45 33 115500
Merete Reedtz	Horsens Statsfaengsel Fussingsvej 8 8700 Horsens Tel: 45 75 612111

England

Pam Bedford	HMP Standford Hill Eastchurch, Sheerness Kent ME12 4AA Tel: 44 795 880441 Fax: 44 795 880267
Fiona Lea-Wilson	NACRO 169 Clapham Road, London Tel: 44 71 5826500
Lesley Taylor	Education Department, HM Prison, Wakefield, W. Yorkshire WF2 9AG Tel: 44 924 378282 *Home:* 150 Balne Lane, Wakefield, West Yorkshire WF2 ODN Tel: 44 924 373658 Fax: 44 924 384391

France

Daniel Armengaud	Ministere de la Justice, Direction de l'Administration Penitentiaire Bureau GB2 247 Rue St Honore 75001 Paris Tel: 33 1 44776708 Fax: 33 1 44777070
Dominique Brossier	Ministere du Travail et l'Emploi, Groupe Permanent de Lutte contre l'Illettrisme Piece 1100 1 Place de Fontenoy 75350 Paris SP Tel: 33 1 40567177 Fax: 33 1 40567700
Dominique Lelievre	AFPA Service psychotechinque 1, rue Celestin Freinet 44200 Nantes Tel: 33 40 357900
Nicole Vallin	UFCM 23 Avenue Docteur Picaud, 06400 Cannes Tel: 33 93 684303

Federal Germany

Peter Budweg	Klaus Groth Weg 34 2000 Norderstedt Tel: 49 40 5252809

	Work: Fachhochschule Fachbereich Sozialpadagogik Saarlandstr. 30 2000 Hamburg Tel: 49 40 291883664
Marie-Therese Schins Machleidt	Elbchausse 285 2000 Hamburg 52 Tel: 49 40 291883664 Work: Fachhochschule Fachbereich Sozialpadagogik Saarlandstr. 30 2000 Hamburg Tel: 49 40 291883664
Peter Sutton	Unesco Institute for Education, Feldbrunnenstrasse 58 W-2000 Hamburg 13 Tel: 49 40 447843
Klaus Vogel	Detention Center Pedagogical Service Berlin Moabit ALT-Moabit 12 A W-1000 Berlin 21 Tel: 49 30 39793030 Fax: 49 30 39793024
	Holland
Jaap de Jong	Zevenhuis 17 5411 RN ZEELAND Tel: 31 88651913

	Work: PTK De Corridor Postbus 11 5410 AA Zeeland Tel: 31 88651443
Robert Suvaal	Education Advisor, Ministry of Justice Muntlaan 1 5361 ME Grave Tel: 31 703706372 Fax: 31 703617463
Renee Wielenga	Insulinde straat 167b 3038 JM Rotterdam Tel: 31 10 4673249 Work: Prof. Jonkersweg 7 3031 JL Rotterdam Tel: 31 10 4460180

Northern Ireland

Clinton Parker	Education Officer HMP Maghaberry Lisburn BT 28 2PT
Paddy Rocks	Deputy Chief Education and Training Officer, NIO Dundonald House, Belfast BT 4 3SU N. Ireland Tel: 44 232 763255
Bertie Streight	Education Officer HMP Maze Lisburn Co. Antrim BT 27 5RF Tel: 44 846 683111

Republic of Ireland

Anna Burke
Maura McDonald

Education Unit,
Loughan House
Blacklion
Co. Cavan

Tel: 353 72 53059

Ann Costello
Tom Lonergan
Breda Power

Education Unit,
Mountjoy
North Circular Road,
Dublin 7

Tel: 353 1 830 9711

Helen Hunt
Bonnie Magrath
Cathy O'Flaherty
Jane Newman

Education Unit
Wheatfield Place of Detention
Clondalkin
Dublin 22

Tel: 353 1 623 2737
Fax: 353 1 623 3501

Margaret Joyce

Education Unit,
Arbour Hill Prison
Arbour Hill
Dublin 7

Tel: 353 1 677 2149

Denis Leahy
Pam Lorenz

Education Unit,
Fort Mitchell Prison
Spike Island
Cobh
Co. Cork

Tel: 353 21 371027

Irene O'Reilly	P.A.C.E. c/o Teachers'Centre Mountjoy North Circular Road, Dublin 7
Orla O'Reilly	Education Unit St Patrick's Institution North Circular Road, Dublin 7 Tel: 353 1 8300834
Vincent Sammon	Education Organiser Teachers' Centre North Circular Road, Dublin 7 Tel: 353 1 8309144 Fax: 353 1 8301175
Terry Doyle	Education Officer C.D.V.E.C. Townhall Ballsbridge Dublin 4. Tel: 353 1 6680614
Kevin Warner	Education Co-ordinator Department of Justice St. Stephen's Green Dublin 2 Tel: 353 1 6789908 Fax: 353 1 676 1799

Scotland

Denis Whatfret	Education Officer HMP Dumfries Scotland DG1 4ER Tel: 44 387 61218

Spain

Angel Marzo	c/Amadeo Vives 7 08320 EL Masnou Barcelona Tel: 34 3 5400504
Pere Dias Barrionuevo	c/Polonia no. 20/3 2 Barcelona 08024 Tel: 34 3 5400504
Francesc Xavier Moreno I Olivier	c/Espanya 5 1er 3a 08100 Mollet del Valles Barcelona Tel: 34 3 5937055

PROGRAMME:

Saturday May 25

Evening: Registration and Reception

Sunday May 26

9.30 - 10.00 Introduction to seminar:
Frank Dunne, Assistant Secretary, Department of Justice, Ireland.
Pierre Freynet, Chairperson, Euro-Alfa Association.

10.00 - 10.30 Keynote address:
Robert Suvaal, Education Advisor, Ministry of Justice, Ireland.

10.30 General discussion.

11.30 - 1.00 Workshops on issues raised by keynote address.

2.30 - 5.30 Workshops on approaches to A.B.E. in Europe:
Ireland, Holland, Spain.
- Ireland: Pan Lorenz
- Holland: Renee Wielenga and Jaapde Jong
- Spain: Pere Diaz, Angel Marzo and Javier Moreno.

Monday 27 May

9.30 - 10.00 Developing Policy in relation to prison education in Europe.
Kevin Warner, Education Co-ordinator, Department of Justice, Dublin and Chairperson, Council of Europe Report on Education in Prisons.

10.00 - 10.45 General discussion

11.15 - 11.45 Presentation of research report carried out by ADEPPI (Belgium), on illiteracy in prisons.

11.45 - 12.30 Discussion

2.30 - 5.30 Workshops on "What do we mean by literacy in prisons?" France, Ireland, Germany.

Tuesday May 28

9.30 - 12.30 Workshops on specific methodologies.
Belgium: Developing writing: "le roman collectif"
U.K.: Open Learning -
Ireland: Making Literacy Active - Betty Clery
- Bernadette Sproule

Wednesday May 29

9.00 Visits to two prison education units in Dublin: Mountjoy or Wheatfield.

2.30 - 3.15 Feedback on visits

3.15 - 5.30 Developing community links both during and post sentence: National Association for the Care and Resettlement of Offenders, U.K., and Denmark.

Thursday May 30

9.15 - 10.30	Small groups: - evaluation of seminar - recommendations - proposals for follow-up to seminar
10.45 - 11.30	Feedback from groups to plenary session
11.30 - 11.45	In-put on UNESCO Institute for Education, by Peter Sutton.
11.45 - 12.00	In-put on European Prison Educators Association, by Pam Bedford.
12.00 - 12.30	Final closing remarks by Pierre Freynet.

Introduction to Seminar

Frank Dunne, Assistant Secretary,

Department of Justice, Republic of Ireland

I should like to **welcome** you all on behalf of the Department of Justice. I hope you find the conference interesting and productive, and above all that you enjoy it. I should also like to compliment **Mary Kett** for her courage in taking on the job of organising the conference and hope that her efforts will be fully rewarded by its success.

Some 12 years ago I was asked to speak at a similar conference. I was actually substituting for our Co-ordinator of Education, Kevin Warner's predecessor. At the time prison education here was in its early development. I find that the **principles** under which we were operating then have remained more or less valid.

To place prison education in perspective, it is necessary to reflect on the purpose of imprisonment as we see it. For many years, especially in the 60s and early 70s, attempts were made to assign to prisons **primary objectives** of reform and rehabilitation. Experience showed that this was far too ambitious and that prisons simply could not deliver on these as primary aims. We now see the primary objective of prisons as the **punishment** of persons convicted by the courts of serious criminal acts with the overall aim of **protecting** the community. This presupposes the need for containment in custody until expiration of sentence or earlier release in accordance with law.

Adequate **containment** is achieved by a necessary measure of physical restriction and complementary control within each institution. Subject to those being achieved, however, we are satisfied that the other conditions under which prisoners are held should be as liberal as possible, consistent with the containment objective. We know that imprisonment can be highly damaging, both physically and mentally, to the individual subjected to it. Since it is not part of the prison system to impose a punishment other than that which inevitably follows from containment, we see it as

an important objective to promote **activities** which will prevent, or at least **counteract** as far as possible, avoidable damaging effects.

Prison **education**, because it offers mental **stimulus** to offenders, can have such an effect and it was easy for us to fully endorse and encourage it. We recognise also that prison education can have even more positive results such as contributing to possible reform/rehabilitation by giving individual offenders the opportunity to direct their talents into more acceptable channels, and by giving them skills likely to help them to lead more constructive lives after their release. Anything that can be achieved in this direction by prison education is a significant bonus.

When prison education was being developed, **two very important decisions** were taken for it. The first was that it should be a **day-time** activity, with a standing equal to other prison activities such as work and work training, exercise, recreation and so on. The second was that education should be provided by an **outside agency**, in our local authority Vocational Education organisations. The importance of the second of these decisions cannot be over-estimated. The introduction of "outsiders" was always calculated to open the prisons in a beneficial way to outside influence. It contributed to breaking down the closed prison mentality which has always been seen as over-secretive and therefore, somewhat menancing. Of course this development was not achieved without a great deal of difficulty and I cannot pretend that all difficulties have been solved even yet. The very results which you hope to achieve for prisoners i.e. **self**-esteem, self-confidence, better use of talents, self-sufficiency and personal development are, generally, those which custodians are not very anxious to see, since they can make the job of control, as an element of containment, so much more difficult to achieve. There have been **conflicts** in the past, therefore, between the aims of educators and the needs of custodians and I have no doubt that conflicts will continue to arise in the future. An **accommodation** between the sides is essential. From our point of view we see prison education as fulfilling an indispensable role in the prison regime, it must stay and it must be accommodated in prison life. However, it is essential for educators to take every possible step necessary to ensure that it works to best advantage and if that

requires exhaustive and sometimes tedious dialogue and accommodation with custodians, so be it.

As to the **content of prison education** we are very happy to leave that to yourselves as professionals. I am sure that the content of education will form a large part of your discussions. We wish you well and look forward to the benefits in our system.

INTRODUCTION TO SEMINAR

By Pierre Freynet, Chairperson, Euroalpha

Assistant Secretary, Ladies and Gentlemen:

Thank you very much for your words of welcome to Ireland. I would also like to welcome all those participating in this seminar here today.

I would like to begin by saying a few words about Euroalpha, which is the organisation responsible for this seminar. Euroalpha (European Network for Research, Action and Training in Adult Literacy and Basic Education) was set up as the result of interest shown by practitioners in establishing a European dimension for adult literacy and basic education work. The idea was first mooted in 1987 during a European seminar on training in adult literacy that was organised by the Centre for Continuing Education of the University of Angers (CUFCO). Since then the idea has been further developed and this is the fifth year that a European wide event has been organised. More than a 100 people from various countries of the European Community have participated in these meetings.

Such a network can have many objectives, but I would just like to refer to four of its main aims:

- the defence and development of adult literacy and basic education;
- the exchange of information and ideas;
- co-operation (joint projects, seminars, exchanges etc..);
- production of reports, studies, surveys etc.

The choice of the term "network" implies that all members are equal and can communicate directly with one another without having to use various institutional hierarchies. It also implies that we operate in an open manner and entertain

co-operative and non-competitive links with existing partners. We lay specific emphasis on the need to avoid recreating existing structures.

The use of the term "European" implies that the level of reference is first and foremost European, without the need to recreate intermediary levels, either national or regional. This, of course, does not imply that these levels do not serve their own purpose. It was also decided to define, in the first instance, the term "Europe" as meaning the European Community, while still encouraging partners from other countries or even other regions of the world to co-operate with us.

Any member of the network can take initiatives and there is simply a small co-ordinating review group. The network uses a bilingual newsletter (French and English) to disseminate information. Mary Kett, who is here today, is its editor. In a network of this kind the newsletter plays a pivital role in circulating information directly amongst members.

The network decided to organise this seminar on Adult Basic Education in Prisons as a result of a suggestion made by some Irish colleagues, and in particular Mary Kett. It is an important topic and at a later stage we will be examining in more detail the reasons for our choice.

The seminar has a number of objectives. They are as follows:

- to describe in general terms the situation relating to adult basic education in prisons in the European Community;

- to analyse the main issues relating to this topic;

- to propose general recommendations but also to make concrete suggestions for projects at European level.

We also hope that the seminar will provide participants with the opportunity to meet and exchange experiences relating to their work in adult basic education. We are confident that the seminar will fulfil its objectives, as it is with this aim that we have planned the programme, chosen the venue and fixed the number of participants as well as their geographical and institutional origin.

I should like to thank the Commission of the European Community, the French G.P.L.I. and the Irish Department of Justice, whose financial support has made the seminar possible.

I should also like to thank the City of Dublin V.E.C. who have provided us with invaluable administrative support.

Finally, I should also like to thank in particular Mary Kett, who has looked after all the local arrangements for the seminar.

I hope that you find the seminar useful, not only for your work, but also as a means of making new contacts and discoveries.

Keynote Address

by Mr. Robert SUVAAL, Education Advisor, Ministry of Justice, Holland.

Sometime ago one of our prison educators, Martin, showed me a postcard he had just received from Torremolinos, Spain. The card was written and sent to Martin by Tony, an ex-client who had just been released from a remand centre for young male offenders in Haarlem. The text was rather short and a bit awkward. There were some mistakes. But the message was very clear:

"Hallo Martin,
Some months ago I would not have believed that I could write you a card. There will sure be some mistakes in it but anyway I made it!
Spain is groovy: the beach, the sun, a lot of beer, beautiful girls etc. etc.
Thanks for your very nice lessons!
All the best, Tony."

I think this is about the best evaluation you can get as a teacher. It is a positive evaluation of product and process. Martin had the same opinion. It gave him a kick. I can understand that very well even as a civil servant working in the Ministry of Justice. Since I work in the Prison Service I have fallen in love with prison education. I suppose this has to do with my first job working as a teacher in a workers' district in Rotterdam, my native town. My most interesting experiences were in the harbour district.

My pupils were rather poor children from simple families living in small houses in narrow streets. Today we refer to these children as having "limited opportunity". In those days in that job I learned that four things in education are more important than anything else:

- Education must always be of the best possible quality and must be attuned to the target group very well: the pupils should learn a lot.

- They should notice that they learn something, i.e. they should become conscious of the learning outcomes.
- It is necessary that the pupils trust you and like you.
- You must demand a good performance from the pupils, at their own level of course.

Other things like accommodation, materials etc. are important but less than the four I mentioned first.

When I started to work for the Dutch Prison Service it was necessary to direct my attention from children to adults. Some things were different (e.g. methods) but many things were the same. Anyway this applies to the four points mentioned a few moments ago.

Mary Kett asked me to give this introductory speech.

She requested me "to paint a backdrop". I understood that Mary expects me to give a framework at least for the discussions of this morning. I shall try to do that by mentioning five items and some questions related to them. Besides I would like to give you some marginal notes on each item. I do not try to give a complete view.

I was inspired by the so-called marketing mix from the world of trade and industry. The marketing mix has to do with P's. To make myself clear: the marketing mix is a instrument to X-ray a company or industry. The marketing mix comprises a number of items starting "by chance" all with a P (product, price, promotion, etc.).

I developed the ML as I would like to call it: the Main Items List. Actually there are five items a prison educator has to deal with. I chose them to have a structure for my speech and maybe for your discussions. Of course all items start also with a P although that was not always easy. I called them P1, P2 etc.

The sources for the questions and the marginal notes are in the first place my personal experiences as an inspector later educational adviser in the Dutch Prison Service, in the second place the European Report I worked on together with Kevin Warner and other colleagues from several European countries and thirdly the conclusions of other international contacts, i.e.. a small number of international conferences on prison contacts, i.e.. a small number of international conferences on prison education, especially the most recent one in Bergen (the Netherlands) called "How high the walls" (on the relation between inside and outside the walls).

Item no. 1 : The "PHILOSOPHY" (P1) :

Relevant questions are:

- What is your vision of sentences and detention? How do you look at your clients?
- What is your aim in relation to prison education: correction, treatment or education?
- Should prison education be mandatory or voluntary? Or somewhere between (incentives)?
- What about the credibility of prison educators?
- Etc.

Some marginal notes etc.:

- In the USA and in Canada they speak of correctional education instead of prison education, also of correctional institutions. In some parts of that continent mandatory education in prison is promoted. That seems to me a "contradiction in terms". In my opinion compulsory adult education is impossible. I know that the situation in the USA is very difficult. Very crowded prisons and a very high percentage of functional illiterates (sometimes as high as 75%). A quote from a Dutch paper some weeks ago:

  "More young blacks in U.S. prisons than in college". I know that the intentions of our colleagues in the USA are very good. Even then I do not believe in mandatory education for adults.

- In the most recent policy document on the Dutch prison service, called "Task and future of the Dutch Prison Service" we stressed the re-socialisation objective considerably. It says now that what we have to do is to offer good opportunities to the clients who wish to develop themselves (education, work etc.). No longer re-socialisation as an objective for all the detainees. There is a more realistic and more client respecting formula. The intentions are not different from the time before.

- The European report on prison education says: "Where prisoners see that the education offered is of high quality, that it respects them and allows them choice and scope, and is not seeking to manipulate, they are likely to grow as people". I understand that Kevin Warner shall tell you more about the contents of this report later.

- There is also an important matter of interest for society. Some weeks ago a well-known Dutch professor was quoted in a Dutch newspaper saying that it is and will be very necessary in the near future to spend much time, human energy, attention and money on the problem of an increasing "underclass" in my country. I suppose that this will not be very different in many other countries. Social security and repressive measures will not be sufficient to stop this. If not there will be disastrous situations. This is a pragmatic point of view but I think this is very important.

- The conference "How high the walls" (a very short time ago in Holland) : in the keynote-speech "Is it about trumpets or about Jericho?") Professor Tulkens gave an important message. In brief, the trumpets alone (=education) cannot succeed in helping our detainees. Prison reform is what we need. This has everything to do with the vision we have of our clients: we should see them as adult people who can make their own decisions etc. Education can help to reform prisons and by prison reform the possibilities for education will increase. Education alone will not be enough to prevent recidivism.

- The main conclusions of the conference in Holland (as I said: on the relation between "inside" and "outside"):

  * A holistic approach to our clients is necessary (see the European report as well).

  * An adult approach is necessary (again see the European Report). Adults (such as our clients) make their own decisions. We have good experiences in adult education in Holland, also in prison, with courses on how to learn to make choices and decisions.

  * Individual personal sentence plans are required.

  * More scientific research is required (not only in education, also in criminology etc.).

  * A broad curriculum is recommendable (e.g. do not forget art education : it is not a privilege of rich and middle class people).

  * Recognise more fully the contribution all staff - particularly prison officers - can make to education. And education has no monopoly on caring!

* Let us fight racism and discrimination in prison : the richness of the conference in Holland with 75 people from 18 countries (i.e.. Albania, Estonia, Poland, Finland, Hungaria) was a very good example.

* Think of the client as a resource.

* Two kinds of walls : stone walls and mental walls (in our heads). We cannot take all the stone walls away. But there are always doors in a wall. Which are the worst actually : stone or mental walls? We must try to take the walls in our heads away.

- At last I would like to quote from "Alice in Wonderland:
  The girl : Would you tell me please which way I ought to go from here?
  The cat : That depends a good deal on where you want to get.

Item no. 2: The POSITION of education in prison and the POLICY aiming at the best possible opportunities for education in prison (P2)

Relevant questions:

- How do we get a sufficient budget for the best possible prison education? Which are the most effective strategies?
- How do we get a good position in the daily programme in prison?
- How do we get a status as good as possible for prison education? A status no less than work?
- How do we do the most effective PR and Promotion for prison education? How can we evaluate prison education effectively? And how can we use the evaluation results for PR and Promotion?
- Etc.

Some marginal notes, etc. :

- The choice of strategies has to start with an analysis of your own prison education (e.g. by means of the Strengths and Weaknesses-model).
- Systematic actions (step by step plans and supplied with a timetable) are required.
- Direct your policy-actions at the weaknesses and your PR & Promotion at the strengths.
- Direct PR also at magazines (Prison and Educational magazines) and papers.
- Of course there is enough money available in Western Europe and in the USA. It is a matter of priorities (e.g. better prison education instead of missiles?).
- A legal base for prison education is necessary (The Prison Law).

Item no. 3 : The PROFILE of the teacher (P3)

Some relevant questions:

- What does the ideal teacher in prison education look like?
- What kind of what teaching skills? what interpersonal skills?
- Which capacities? Which didactic qualities? Which relational qualities? (attitudes, social skills).
- Which experiences are required?
- Which profile (tasks profile and capacities profile)?
- A centipede?
- Etc.

Some marginal notes, etc.:

- Tasks profile in Holland (information expert, facilitator, tutor, renewer or developer).
- Carkhuff: Kids don't learn from people they don't like. What about our clients?

Item no. 4 : PRACTICE (P4)

Relevant questions :

- Which curriculum? Which objectives, contents, methods, materials, etc.?
- Is prison education unique? If different from education outside, what differences? Other contents, methods or materials?
- Intensive courses or not?
- What size of groups or individual lessons? Combinations? How?
- How to teach Dutch/English etc. as a second language to foreigners? Effective methods? Combinations?
- How to deal effectively with our clients?
- Etc.

Some marginal notes, etc.:

- Learning outcomes and learning process (self-esteem etc.): both are important.
- The curricula for prison education in the Netherlands were developed by working groups of prison educators, external experts (from adult education outside the walls) and the educational adviser of the Ministry of Justice as a representative of the central level: a good experience.
- Workshop by Pam Bedford on Transactional Analysis (T.A.) in Bergen: a possible bridge between theory and practice (how to deal with our students).

Item no. 5: PEN's and PEC' (Prison Education Networks and Prison Co-operations), e.g. directed at the attunement to the education outside the walls or at the improvement of the quality of prison education (know how, materials etc.) (P5)

Relevant questions:

- What kind of co-operation? What aims? What adjustment?
- Teachers from inside or outside the walls? Importmodel (buy-in)? Or teachers who work inside and outside the walls?
- Which networks and supporting institutions: local, regional, national and international?
- Which tasks can/should these institutions have: e.g. exchange of know how and materials, advice on policy etc.?

Some marginal notes etc.:

- CEA/EPEA
- ICEPS
- Unesco-institute for Education (Peter Sutton)
- Staff College in Bristol
- SVE/SLO in Holland
- REC's in Holland

- Network in Holland (regional meetings of prison educators, supporting persons for certain parts of expertise, etc.)
- Co-operation of prison library and prison education in a prison.
- Etc.

I hope this survey can be of some help to you. It is a rational approach which I believe to be very useful. However all the tasks mentioned should be done from an indispensable attitude that I would like to describe as follows: the prison and prison education should get under your skin. You must be crazy about working in the prison. It is a "condition sine qua non" for good prison education.

I wish you a very good and pleasant conference and thank you very much for your attention.

Robert Suvaal (the Netherlands).

First group discussion on issues raised by keynote address.

All found the issues raised very stimulating and it raised too many issues for the group to discuss fully!! We began by introducing ourselves and then looking at the question of whether teaching in prison had specific problems. We agreed that while we would try to teach using similar methods to adult education centres in the community in general, some problems definitely were associated with prison life (depression/loneliness), lack of structure (students going to visits etc. and missing classes), students being transferred or getting released without the teachers knowledge etc. which meant that teachers needed to be even more inventive and flexible than those teaching in the community.

What is your vision? What is your aim?
Statements made:
Belgium - there should be no political discrimination.
Belgium - I prefer the term 'students' to 'clients', I am working with human beings. They are my students not prisoners. We are there to teach basic education, but there are other problems besides literacy difficulties sometimes and we have to be able to help there too. Some students think I am there to teach them only. They can be very demanding of the services and need a lot of contact. We need a balance between excellent provision, and we really need good provision (better than on the outside) and human contact.

Some students want to be told what to do and don't want to make decisions. We have to encourage each student to take responsibility for himself.

Spain - I think the main task is to teach. We also need to find out the student's educational needs which can be different to his educational needs on the outside. I find the problem of structure very hard to deal with - one day I have many students and the next day only a few. Two other issues for me are the issues of daily communication with prisoners - or the lack of it - and the emotional and stress element of living each day life in the prison. Those students that we are teaching

who are at a low level of education need much more support that those who are studying for state exams or university degrees. The higher level students don't need much support they just need the means to education.

We also work with people about to leave prison. The first few weeks of leaving prison are the most difficult usually. We have a programme in our prison where we work with inmates in the last six weeks of their sentence and we take themes like social security, job applications etc. These kind of programmes need to have a sequence and be linked in with the community.

Holland - counselling and education should work much closer together in our country.

Northern Ireland - in my country we are trying programmes where inmates coming up for release can go to work by day and come back to the prison by night.

Holland - we have half open/open/and day detention centres for work and education. Sometimes then it is possible to go home at night as a detainee.

Denmark - we also have closed and open prisons, and the inmates can choose work and education. The real problem starts when the inmates have become so institutionalised that they do not want to go to an open centre but prefer to stay in prison. We have some hostels in Denmark where prisoners coming up for release are allowed to go and these hostels also house 'normal' people. We have found these prisoners often do better.

We also looked at the relationships teachers have with the prison authorities. Some teachers felt there was still a lot of work to be done in building good relationships and that prison officers were still suspicious of 'education'. People from Holland felt many of their prison officers had an expectation to participate, but they needed good training. In the last two years six new prisons had been opened and there was generally good co-operation between teachers and prison staff. In Denmark many

of the staff are not interested in change. They see the changes are being suggested from the top and are suspicious. All the workers - social workers, teachers, prison officers don't want to deal with the problems. Some prison officers are involved in sports, cooking, and physical education, but they have to want to do it because they often have pressure from other colleagues not to take part and that causes difficulties for the officers. They get better pay if they go in to this type of work, but there is very little training so the officers have to choose interest areas where they have some skills already. We should encourage them to pursue further education - maybe Open University. In Belgium the prison officers have huge powers. They are often jealous of prisoners who take advantage of educational opportunities. They say these prisoners are getting all the chances. The prison officers have rather a low education, and do not receive much training. We are moving very slowly, and very often the prison officers will not co-operate with teachers (won't bring students we want).

In France the management keep rather quiet. The prison officers are not keen to let things happen. They are in charge of the library and other smaller things, but we need to see more things happening.

Second Group discussion on keynote speaker's address

The Danish representative said he agreed with the Council of Europe's recommendations; prison education is not a specific treatment and its objectives and methodology are the same as those used in community education. Prison Officers' work is developed and extended by good information about a whole range of educational activities.

In Belgium the state does not provide any education in prisons; voluntary groups whose funding is quite precarious provide classes. There is no real vocational training and the system is archaic and regressive.

In France the law provides for the administration of sentences and rehabilitation. A wide range of partners in various institutions are concerned with this second aspect of rehabilitation.

In Germany there is some basic education but most attention is paid to vocational training. Prison teachers are recruited from the ranks of the unemployed and for short periods of time. This system is considered to be quite outdated and cannot pretend to be really efficient or allow for any real development.

The Spanish representative gave an outline of the history of the prison system in Catalonia: under the Franco regime there was no education in prison, but in 1979 education and libraries became compulsory. In 1984 education was made compulsory for all those prisoners who do not have the primary school certificate. Currently the trend is for education to be integrated into cross disciplinary teams with common aims.

England espouses the Council of Europe's recommendations and the system is quite similar to that in France; however rehabilitation seems an ambitious objective.

The Dutch representative shared this opinion, particularly as there is no vocational training and there exists a culture of the "ex-prisoner" after release. Learning to read and write is an achievement in itself.

A lively discussion followed this bird's eye view of the situation in each country. A number of points emerged:

Cognitive development programmes can change attitudes and behaviour.

The higher the level of study, the easier it is to rehabilitate.

There are too many "occupational therapy" type activities in prison which bear no relation to the reality of life outside.

Structured temporary release systems help to promote vocational training.

It was generally seen as positive that the objectives and methods used in education in prison were identical to those in community education but this does not solve the problem of social reintegration and the prevention of recidivism.

THIRD GROUP DISCUSSION ON KEYNOTE SPEAKER'S ADDRESS

The discussion centred on policy, and on relationships between educational staff, inmates and custodial staff.

1. We considered sentence plans. These are not universal, and may or may not involve a written contract between inmate and prison authorities. The legal basis presently varies from right of prisoner to education (Germany) to Governor's discretion (U.K.), but each prisoner can receive education if he/she wishes.
   Prisoners are consulted on their plan, i.e. their educational, training needs and prison employment, but if they refuse what is proposed they may lose eligibility for parole, remission or transfer to open prison.

2. Control of quality of education: with decentralisation comes the risk of local variation in quality, norms being usually expressed only in financial terms: student - teacher ratio, etc.

3. Assessment: although formal assessment may be avoided, some educational evaluation is practised through interview and consultation.

4. Extent of lack of basic education: the highest estimate came from Scotland, 95% of inmates of a juvenile prison not having satisfactorily completed secondary education.

5. Hours of education and equivalency with paid work: Not everywhere is it possible for prisoners to attend education without losing pay. In Scotland, Physical education for juveniles is still compulsory, taught by Prison Officers. Education is held in day-time.

6. Adult education approach: the importance of an adult approach was stressed. Members felt that the atmosphere in an ABE class in prison was similar to that in a similar class in the outside community. The way in which juvenile offenders especially refer to education staff can affect the prison officers' perception of the educators.

7. The benefits of the integration of female staff (education and uniformed officers) were touched on. Maybe women are better at the interpersonal relations demanded in an Adult Education approach???

Group Members: Lesley Taylor
Klaus Vogel
Alfonso Lizarzaburu
Denis Watret
Robert Suvaal
Kevin Warner
Peter Sutton

BASIC EDUCATION AND LITERACY IN THE DUTCH PENAL INSTITUTIONS

INTRODUCTION

In this presentation we would like to give an insight in prison education in the Netherlands; in particular in Basic education and Literacy training. Before we start with the latter, we will give a resume of the Dutch Penal System in order to clarify the position of education within the walls and our relations/attunement beyond.
During the presentation we will point out TRENDS (t.) and PRESSURE POINTS (p.p.).

Please feel free to interrupt during the presentation if you have questions.
After the presentation we have a few options for you as we didn't know what your wishes would be beforehand.

1. Video on various old and new penal institutions in the Netherlands.
2. Introduction video on a half-open prison in the Netherlands.
3. Discussion on the mentioned trends/pressure points.

1. The Dutch prison system.
   3 sectors - remand houses and prisons for adults (18 years and older);
   - institutions for mentally disturbed delinquents;
   - institutions for young delinquents (12 -18 years).

2. The remand houses and prisons for adults.
   * 64 penal institutions - 30 remand houses;
   - 34 prisons.

   P.P. Expected expansion:
   1992 - 7800) two main reasons:

P.P. increase of cells: in our point of view a negative development; consequently, the Department of Justice isn't forced to look for alternative sanctions.

* 7017 inmates - 6691 males (average age: 31)
  (18-04-91) - 326 females
  about 14 millions residents in the Netherlands -

P.P. Expected expansion:

1992-7800) Two main reasons;
1993 - 8000) 1. increase in criminality;
1994 - 8100) 2. increase average of detention years (now: 5.7 months).

* Signature: a humane and rather progressive vision on detention;
  - one inmate in one cell;
  - legal right to complain about the treatment in the institutions;
  - possibilities for furlough.

TREND

T. - A policy of deconcentration/decentralisation, e.g.:
- their own budget;
- their own staff management;

only a global framework of national penal policy remains -
Question is: will the status of prison education stay at the same level?

d. The composition of the population:
- 65 different nationalities (1-1-91);
- 45 different languages;

± 70% Dutch nationality;
± 30% immigrants (1-1-91);
± 50% direct/indirectly as a result of drugs (both drugusers + trafficer/dealers;

P.P. Drug-use in prison is a problem.

P.P. Increase in immigration.

3. The penal institutions for adults

   a. Types of institutions:

      - remand houses (for people in custody);
      - prisons for short-term offenders (less than 6 months);
      - prisons for long-term offenders (> 6 months);
      - open/half open institutions (for the last 5-6 months of a long-term detention);
      - day detention (an experiment).

   b. The size of the institutions:

      from very small (10 inmates) to much larger (Rotterdam: 340 inmates)

T. Larger institutions:

   240 inmates - one wing 120 - department of 30 - 15 east
   - 15 west

4. Regimes.

   a. 3 Sectors - living-sector;
      - labour-sector;
      - social-cultural-sector.

   b. The system consists of 1/2 day work and 1/2 day social-cultural activities. The 1/2 day of work is blocked, that means no interrupted.

      Most of the social-cultural activities take place in daytime (morning or afternoon), only a few activities take place in the evening or in the weekend. The evening (till 21.30-22.00) and the weekends are especially for recreation. For labour the inmates receive about 24 - 37 guilders reimbursement/a week. Labour in a remand house is not compulsory whereas in prison it is.

   c. Social-cultural activities:
      - adult education;
      - physical education;

- library;
- arts & crafts;
- cultural activities.

All of those activities are performed by a social-cultural team; most of them are employed by the Department of Justice.

7.: the involvement of prison officers in social-cultural activities.

d. Participation in adult education, physical-education and library is a legal right in Dutch penal institutions. Naturally participation is not compulsory.

5. Adult Education

a. Contents and priorities

- Basic Education (see onwards).
- Vocational training:
  - orientation
  - qualification
- Further and higher education:
  * other languages (French, English)
  * Maths
  * Dutch
- Social cultural training:
  * social skills;
- Distance Learning:
  * open school project
  * open University;

Each prison has the right and freedom to choose the contents of its education and to set its priorities; however there is a national framework for the curriculum. It contains;

- a philosophy on education;
- directives/informationon objectives;
- contents/priorities/methods/the size of groups etc.

b. The legal right to participate in adult education has not been quantified in the Prison Law, in contrast to the participation in library-activities (once a week, at least) and physical education (2 x 45 min. a week).

c. Each institution has their own educators i.e. They are employed by the ministry of Justice. Some institutions also have educators employed by external institutions for adult education for adult education.

T. : We try to tune on to the adult education outside and we strive after a mutual attunement. - Last week there has been a conference on this topic: "How high the walls".

The strategies to attain that attunement:

1. a national framework;
2. meetings of teachers (mostly regional);
3. reports developed by work groups of teachers and external experts;
4. contacts with external institutions for adult education;
5. an Educational Newsletter.

d. The objectives and goals of adult education within the walls are the same as in adult education beyond.

e. The participants; about 50% of the inmates participate in one of the activities. Each week there are ± 2000 hours for education available, that means 15 min. for each participant.

P.P.: There are not sufficient hours to satisfy all learning needs of prisoners. Thus an extension is necessary.

P.P. : The system - 1/2 days blocked labour and 1/2 days activities - does not provide enough time available for education. Besides there is too much competition of other activities in the half day not intended for work.

P.P.: Adult education instead of work is possible (Prison Law) but in reality it is restricted to ± 10 - 15 institutions.

P.P.: Vocational training is limited to only a few institutions.

6. BASIC EDUCATION

1. AIMS AND GOALS

The aims and goals of basic education within the prison walls equals the ones beyond:

Basic education enables its participants to reach the following goals in the areas of education and social/cultural training:

- to extend the knowledge and skills which are essential in order to manage in daily life.
- to enlarge and to deepen the orientation on society, directed on both the individual development and the ability to manage within society (social independence).

2. TARGET GROUPS

Basic education is directed at adults who are inhabitants of The Netherlands (whether temporarily or permanent) and who are, one way or the other, in a backward position. This backward position is often characterised by a combined action of factors:

- a low social-economical level;
- (semi) illiteracy;
- short school career;
- early entrance into the labour process;
- unemployment;
- minor participation in social activities;
- isolated position because of cultural/ethnical background;
- to be unable to communicate because of the language barrier.

Bas ɛducation distinguishes two (general) target groups:

1. People who have Dutch as a first language.
2. People who have Dutch as a second language.

3. SUBJECTS

1. Lliteracy-training - Dutch 1 (Dutch as a first language)
   Dutch 2 (Dutch as a second language)
2. Dutch - Dutch 1
   - Dutch 2
3. Arithmetic - basic arithmetic
   - applied arithmetic
4. Theory of the driving-licence
5. English (opinions are still varied as far as 'it being a part of basic education' is concerned)

Note: sturly and social skills are generally integrated within the various subjects. e.g., 'How to apply for a job', which is a combination of Dutch and social skills. Apart from being able to write a letter of application, attention is paid to: attitude, what do/can I say during an interview, how do I dress etc.

1. What is illiteracy?

   Illiteracy used to be looked upon as the disability to read or write. If you base your approach on this, it's a matter of teaching technical skills only. Nowadays illiteracy implies much more than that. Consequently there is no universal definition of illiteracy. This isn't a problem in itself. The importance is, that when we are talking about illiteracy, to make at least two nuances:

A. **Demands**

The first distinction concerns the demands society makes. Western Europe has an advanced social and technical society which demands an adequate command of the language. This is necessary in order to be informed and to talk about topics such as work, salary, education, housing and health care. Thus you could say that the level of primary education is not sufficient. This leads to the conclusion that a large part of the West European population is 'functional illiterate'. This line of approach is very restricted, although its defendable. It's only looked upon from the point of the demands society makes on the individual. What lacks is the personal component; the skills the individual himself thinks he/she needs in order to function in his/her personal life. The situation in which the disability to read or write is seen as an obstruction differs from individual to individual. These personal factors strongly determine, from the individual's point of view, the specific commands which are required and its level.

B. **Diversity**

The second distinction concerns the diversity in forms of illiteracy. The level of a person's reading and writing varies from being unable to read or write to coping reasonably but to be afraid to apply it in daily life. For the allochtonous population there is an extra nuance. Among them there is the distinction between people who are literate in their mother tongue but who don't or insufficiently master the Dutch language and those who are not literate in any language. The former group is not illiterate, but has linguistic problems which have to do with learning a second language. Both groups however (may) experience certain obstructions in functioning in Dutch society. This is also due to possible cultural differences of course.

C. **Social Problem**

The above mentioned leads up to the conclusion that illiteracy isn't solely an educational problem but particularly a social problem. Not being able to read or write has far reaching consequences for someone's personal and

social life. Socially it means that the chances at the job market are few, there are ample possibilities to get a better job , vocational training becomes a problem and there is a difficult access to lots of social facilities. In most cases illiteracy goes hand in hand with a low social-economical position.

D. Personal isolation

At the personal level illiteracy often leads to isolation, dependence and social-psychological problems. For the adult immigrants it often implies a double isolation; not only within Dutch society but also isolation from their family in their own country as they are not able to communicate. In order to function independently, reading and writing is a necessity.

E. Feelings of shame

Illiteracy often goes together with feelings of shame. Many look upon illiteracy as an individual failure. They think that they have themselves to blame. If only they had worked harder at school or had finished it would have prevented this problem. This is also often the public opinion; illiterates are stupid.

Age: from 17-onwards

If these views are the basis for your approach, it involves much more than the mere training of technical skills.

2. LITERACY-TRAINING

If you start talking about literacy-training in the Netherlands, there are a few factors you have to take into account.

- there are few specific methods for adults which have been preceded by thorough scientific research. Most are adaptations of children's methods. Children's methods have been thoroughly researched and adapted for numerous years and are based on how children learn, think and act at specific age. Thus, the target group differs. Furthermore, the initial stage is not the

same either; when children start to learn how to read and write their initial stage is homogeneous. This is certainly not the case with adults.

- the training for literacy-educators for adults is scarcely out of the egg. When adult education started a lot of educators didn't have the proper training because there wasn't any.
- in the development of institutions for adult education there hasn't been univocal or consistent policy until recently. This meant that there has hardly been any structural consultation among the different institution as far as development of methods is concerned for example.

T. In the beginning of the eighties a law on adult education has been realised in which the need for attunement is specifically stated. The situation at the moment is that each educator used parts of various methods, often supplemented with material of him/herself.

P.P.: * Is it possible to develop one method for such a heterogeneous target group?

Extra pressure points in prison education are:

* Effects of imprisonment
* Students come and go; some stay 2 years, others 2 weeks:
  - negative effect on the stability of the group
  - the group-process becomes difficult to follow or to line out
  - often the educator has to shift from group-education to an individual approach
* Mutual attunement among the educators in penal institutions
* Effects of drugs/alchol addiction and medication
* Enlisting:
  - competition of other activities
  - how do you reach people
  - the 'learning' situation is often restricted to the classroom and not beyond

PRACTICE SITUATION

We choose to tell and show something from a literacy-method which has been specifically developed for allochtonous students. Currently the trend in the Netherlands is that in literacy training, apart from differentiating in level, a different approach is necessary for allochtonous students. This method has been developed by the Dutch Centre of Foreigners in Utrecht;

It is based on a 'learning-path' by Kurvers and v.d.Zouw (1985)

stage:. 1. speaking and understanding of the mother tongue
2. reading and writing in the mother tongue
3. speaking and understanding of the second language
4. reading and writing of the second language

The writers of this method prefer the students to be literized in their mother tongue. This proves to be the quickest and most effective way to literize people. In the practice situation this is often difficult as there is a shortage of allochtonous educators.

Stage 3:

15 lessons of each 2,5 hours

1. acquisition of a basic vocabulary
   - there has been research on which words are functional in daily life and during the course. e.g. letter, word, left, right, middle etc. The same words (and more) return in phase 2.
2. basic motor skills
   - swiftness of movement, eye-hand co-ordination
3. distinguish different sound differences (cat-cut)
4. distinguish different formed differences (round, square)
5. memorisation
6. motivation and curiosity

The approach behind this stage is mainly based on the receptive approach; Language acquisition goes through the steps of:

- listening
- watching
- understanding
- non-verbal reaction
- until a student reaches the point of producing a verbal reaction and action. During the first lessons there is a distinct emphasis on the non-verbal reaction of the student. Initially the teacher will give commands instead of complete sentences; pick up the pen <->could you pick up the pen, please. This is based on the process of (first) language acquisition with children (prof. James Asher, USA - TPR). The concept 'language acquisition through action' has proven to be very effective in second language learning.

Stage 4:

This stage concerns a thematic-cursoric approach of primary reading and writing. It consists of 7 themes and 43 basic words. Furthermore attention is paid to language acquisition and concept development; e.g.. made the students aware of different language expressions. In other words, to develop an awareness of and a critical attitude towards language. If students have not been at school these skills won't be developed. This part of the course still has to be published. It will deal with the themes I mentioned above. There is also going to be a sequence to this course in which the basic skills will be further developed. In both a lot of attention is paid to the extension of the vocabulary, oral skills and listening-strategies.

LOOKING AT LITERACY AND ADULT BASIC EDUCATION in REPUBLIC OF IRELAND

WORKING IN PRISONS

Pam Lorenz
Dublin 26 - 30-5
1991

In order to look at literacy work in Irish prisons at the present time, it might be useful to start by just taking a brief view of literacy provision in Ireland in general.

We are rightly proud of our Irish education system in many ways, and for the most part it serves our young people well. Yet the Teachers Union of Ireland (T.U.I.) estimates that 33% of students going on to second level education at twelve or thirteen years of age have already fallen through the net and are in need of extra help with basic reading and writing. Four out of every ten school leavers lacking literacy skills end up unemployed.

It has been estimated in a report recently that there are at least 100,000 adults in Ireland in serious need of help with reading and writing, and as many as 10%, or over 300,000 people with significant difficulties in the literacy area. Yet only 0.2% of the Republic's education budget is given over to adult education. Most monies given over to higher education, and most emphasis in schools is given to cramming for exams in order to give the advantaged students a third level/university education.

The various literacy schemes around the country are for the most part poorly funded with few facilities, reliant on volunteer tutors who give more than generously of their time. The schemes only deal with about 3,000 students which is less than 1% of the people who would actually require help.

A survey in 1987 carried out by NALA (the Irish National Adult Literacy Agency) showed that of those attending literacy schemes, 40% of those surveyed were between 16-25 years of age.

So it would appear we still have a very serious literacy problem in Ireland and we see many young people still leaving school without a basic education.

1. Report by Irish Department of Education 1985.

1990 was International Literacy Year, as you are all well aware, and in Ireland NALA did excellent work in raising public awareness through the media, which saw an increase in the number of students looking for help. It also has a large stock of resource materials, and has worked hard at developing training courses for tutors. Most importantly it has supported and valued student involvement whether it be developing student writings and materials, or actively encouraging students to take part in radio and television programmes, or to go to writing-weekends and workshops. Our new woman president, Mary Robinson, is patron of NALA and most supportive of its work.

How then does our work with students in prison fit in with this general picture of literacy provision in Ireland?

We have a prison population of 2,000 held in thirteen prisons in Ireland. Education is given equal status with work or work-training so that most education takes place during the day and many teachers are full-time or nearly full-time, and employed by the local education authority (V.E.C.. Vocational Education Committee). Literacy difficulties among prisoners are the major priority of our educational efforts. Approximately a quarter or more of all prisoners have serious literacy problems, and a large proportion of them are young men between 16-25 years of age.
Every prison would attempt to reach all prisoners by holding informal interviews with the inmates to try and ascertain each person's educational needs and would discuss with him/her the kind of provision he/she is looking for. As access to education is

voluntary, it means we do not get to see all the prisoners since they have a choice as to whether they would like to attend the education unit. It is a concern of many teachers that we do not always reach all the students we would like to - particularly those with literacy needs who may feel too awkward, shy and lacking in confidence to come forward. (Sometimes we may hear of people needing reading and writing help through other students or prison officers/staff and may be able to reach them that way). Nevertheless, we feel it better to provide good voluntary education than to make it compulsory; for our basic premise for teaching literacy is based on general adult education principles, that a student is responsible for his/her own learning and must be motivated him/herself to want to attend the classes. Many students, however, actively seek out and ask to come to the education unit and tell us of their desire to learn to read and write. They want to make use of their time in prison, and are eager and impatient to learn, expecting immediate results.

We adopt the same approach to teaching literacy as is taken in the community outside. We would work in small groups of 3-6 students with one or two teachers. Where there is a serious lack of skills in the student to begin with, we might work on a 1-1 (one teacher/one student), but with the hope that the student would be joining a group soon - so as not to become too tutor-orientated, and to gain support from his student peers. Much learning is based on the students' own words and writing (the 'language experience' literacy approach) and short reading books on prison - students' own texts etc. are widely used in the prison and in the community outside. Some of the books are printed by the prison and sold through NALA.

We lay much emphasis on 'active learning' with great importance given to the student's interests and life experiences. We would ask what learning tasks the student would like to work on and develop the class around that interest. Usually this involves ' real life' materials such as letters, sports and hobby magazines, newspapers, or theme material such as the environment, news items, health, cooking, and the family. The list is as varied as each students interest's. From the beginning we would stress the importance of talking and writing (both very active skills) and not just rely on reading material which is a more passive task. We would

also see the value of teaching functional literacy skills too, but this would be part of a whole individual programme for each student, including reading skills, and techniques for spelling and handwriting.

Generally, we would not use formal testing to evaluate a student's progress, but would keep each student's work and involve him/her in assessing achievement. Where possible we would link our literacy work with other classes going on in the education units - for example, woodwork, cookery, art - where specific tasks can be enhanced by a team approach.

This often means much work for the teacher preparing worksheets and inventing ideas for revision of topics; but is to be preferred to working from a text book. In order to produce relevant materials we might tape-record and type up student stories and use them in a follow-up class. This was done very effectively with a group of travellers in prison who wanted to record their own history.

We are always looking to the student for his ideas and needs to heighten his learning. This may be more difficult for the student than it sounds, for he may be more familiar with the traditional method of learning - he wants the teacher to tell him what to do, to give him chunks of knowledge e.g. spelling lists. He may not want to work out problems for himself, but the student has to be brought to understand that he is an expert on his own learning.

More recently some students have become interested in accreditation and continuing their education through access to take examinations. Those students who desire this course of action - either because they are planning to go on a course for work-training or just to prove to themselves "They can do it!", would be facilitated either to enter the City & Guilds 'Communication Skills' or 'Wordpower' courses from England which are competence-assessed (not exam based) or try for the state school examination.

Two of the assets which I have not mentioned so far in our work with literacy and basic education students would be the inclusion of library services and computers in every Irish Prison. While we would not use them to replace teachers we see computers as a useful tool to teaching some literacy skills, and access to library facilities as a vital way to increase general learning.

Finally I would like to touch on what for me is the essence of my literacy teaching, and one of the most important aspects of working with the students - the area of developing professional relationships. A significant number of prisoners have identified their previous experience of education with failure. They come to us with a feeling of low worth and self-esteem, made even worse by the prison environment. One of our main tasks in working with such students is to build up their self confidence and form a relationship which confirms our interest in the student as a person to be valued and respected. Confidentiality is often still an issue for such students, and we may need to share in their ideas and problems. We have to be able to do more than just teach them to read and write. We have to be concerned for their personal development and growth. We have to see education as 'developing the whole person'. Many prisoners do not see education as a means to social mobility - but we can hope to show education has a value in itself.

Part of this work may be positive involvement with prison officers, in order to gain wider support for education and its 'enabling role'; another can be widening links with the community, and inviting writers and speakers into the prison. We also need to link in with outside Literacy schemes and work together on common interests and students.

If we are serious about out approach to literacy work - developing an equal relationship between student and tutor, encouraging students to use their own thinking and life experiences, promoting self confidence, then we need to continue breaking down the illiteracy barriers by creating more human bridges and learning from each other both inside and outside prison. We may need to form good relationships and links not only with prisoners, but with prison officers and staff, and

in the community in general - Trade Unions, libraries, vocational training, parent groups, schools, etc. In this way we may hope to empower students and equip them with the ability to make reasoned choices and thereby bring control and meaning into their lives.

ADULT BASIC EDUCATION IN PRISON

Pere Diaz, Angel Marzo and Javier Moreno (Catalonia, Spain)

There are two penal administrative systems in Spain: one in Catalonia and one in the rest of Spain. Both are obviously governed by the Spanish constitution and other state legislation.

The transfer of responsibility for the penal system in Catalonia took place in 1984 and from that time Catalonia has been responsible for the administration of its own prisons through the "Departement" or "Conseillerie de Justice" (Ministry of Justice, to use the international term), as well as the General Directorate of penitentiary and rehabilitative services, which forms part of the Ministry of Justice. The Catalan Government is therefore responsible for implementing the state's penal legislation. This includes:

- Management, Administration and Inspection of Penal Establishments (a newly created department), development of new centres and the selection and training and management of prison personnel.

- According to the Constitution, prison sentences are intended to stress remediation and social reintegration. Inmates should have access to culture and opportunities for personal development.

Legislation passed in 1979 had already highlighted similar objectives and a school and a library were therefore integrated into each penal establishment. The school

was specifically targeted towards for those wn. ere unable to read and write as well as the young. The 1981 Act laid down regulations for primary, secondary and higher educational studies in prisons. Primary education consists of three cycles: the first relates to the first two classes of the Spanish education system " L'educacio general basica". The first two cycles are compulsory for all prisoners; on completion of these studies they receive a certificate of educational achievement. On completion of the third cycle they obtain a diploma entitled "Graduado Escolar", enabling them to proceed towards the baccalaureate or vocational training. Third level studies are usually offered through distance education courses using the U.N.E.D. Some classes are offered by tutors in each prison.

Students studying for the Baccalaureat, or further education are enrolled in community based schools or colleges sot that they can take exams in the normal way.

The Spanish Education Act (L.O.G.S.E.) passed in October 1990 stipulates that teachers employed in prisons are state employees (i.e. they enjoy the same status as teachers working in other areas). There are currently 14 teachers in the Male Detention Centre in Barcelona and 5 in the Women's Prison and Young Offenders Centre. In Tarragone there are 4, 3 in one centre in Lleida and 7 in the other, 2 in Girona and Figueras and 8 in Quatre Camins. Each school has its own principal and name, so that on release prisoners do not have to specify that certificates have been obtained in prison.

Education Programmes

The biggest percentage of students are enrolled in studies at primary level. This is the only educational provision that is carried out with teachers, as other studies are done with the aid of correspondence courses. Methodology links teaching programmes with the individual's daily life and teaching materials are thus drawn from the everyday social environment of the student.

For example, to teach the alphabet we do not use a dictionary but the telephone directory, as this is more motivating for the student.Teaching materials can include forms for credit transfer through the post or a toothbrush; the student can learn about the materials needed to manufacture the toothbrush as well as its function and oral hygiene. A metro map can be used to teach about travel, but also about distance and therefore measurement. In all cases the aim is similar - that what is taught aids cultural development as well as everyday life. In concrete terms our aim is to give the inmate as much opportunity as possible to become independent so that his or her reintegration into society is as easy as possible. Certificates awarded are obviously identical to those obtained on the outside.

Release

Some educational activities take place in the form of outings or programmed trips. Inmates are accompanied by a member of the education staff and the activity is designed to complement work that takes place in class. For example, one possible activity would be to register for an identity card, once the necessary steps have been explained in class. Or if students had read, in the course of a communications class, a newspaper account of an accident in a nuclear power station, a visit could take place to that station or another. Week-end or monthly passes, organised outings, open centres, temporary release for work or study (or both at the same time) - all these activities will prepare the inmate for final release. When possible, arrangements are made for the inmate to continue studies on release, in a centre near his home. This is often difficult, as once released the inmate has to cope with so many problems relating to housing, employment, reintegration to life in society. The result is that very often the individual does not continue studies undertaken in prison.

Teaching methods in Adult Literacy and Basic Education

It must be stressed that until the arrival of democracy and the legislative changes that followed education in prisons was virtually non existent. Methods used consist of two types:

- The straight forward use of methods used with young people and adults in community education settings.
- Attempts to adapt methodology for work in prisons. These attempts are still in their infancy and have not been sufficiently tested. They are also not used in all prisons.

There follows a brief description of both approaches.

General approaches

One of the first approaches used was the preparation for the primary certificate "Graduado escolar" as well as other more advanced studies using correspondence material with support from prison teachers. This approach is still used in some centres but it has proved to be more useful for higher level studies. In basic education, the individual circumstances and motivations of each student often pose difficulties. These difficulties often affect academic progress. A second approach is to use methods designed for young children. No specific materials are adapted (teacher ?) and the subject matter is often inappropriate for use with young people and adults. A further danger is that memories of previous school experiences may thus be reactivated and this produces a negative reaction. A further approach is to adapt methodologies that were developed for work with adults in working class districts. These approaches were first developed about 15 years ago, based on the pedagogy of Paulo Freire. These approaches are somewhat more suitable for work with prisoners, but are not entirely appropriate, as the prison population has specific characteristics and the approach needs to be adapted. These modifications are described below.

Adapted approaches

As already stressed, this work is only in its infancy, but is linked to the new penal policy. The individual is now part of a resocialisation process and learning programmes must be adapted to foster this process. Initially the aim was to base work on principles related to working with adults, but using terminology suitable for prisons. This was only useful in some areas. It is difficult to base a resocialisation

project solely on material drawn from the prison world itself. As well as this, the idea of basing work on prisoners' life experience can be viewed as interference. Subsequently, the approach endeavoured to bear in mind where the individual was coming from but to advance on to more functional and positive areas. This approach implies the following:

- a knowledge of the individual and his/her background
- a planning process which takes into consideration adapted objectives and content which is meaningful. Work must be organised in a way that facilitates this planning

- co-ordination between the different levels and professional groups working in the prison. Account must be taken of the different levels of management in the penal institution and the need for good communication with other departments of the Ministry of Justice which are directly related to this work. As well as this, there must be good communication with other professional groups such as teachers, care workers, psychologists, trainers etc. A common problem is overlapping services.

- co-operation with other organisations outside the prison to encourage rehabilitation in relation to education, particularly in basic skills. Basic education cannot be delivered in isolation; it must be co-ordinated with social and vocational rehabilitation. In this regard it is important for the student to be given as much autonomy as possible.

Resources

Resources for basic education are limited and conditions vary from one prison to another. The effective co-ordination of existing resources is currently receiving more attention. The staff currently available in each prison is not enough to meet demand, as the necessary infrastructure is still limited. In relation to staff training, two statutory organisations are involved:

"Escuela de Estudios Penitenciarios" (at central level) and the centre "Estudis Juridics i Formacio Especialitzaca (in Catalonia).

Research

There has been very little research carried out in the field of basic education. If we take a broader view and include the area of community development there is some research which is listed in the bibliography. There are two journals relating to current and other completed projects: Revista de EStudios Penitenciarios et Papers d'Estudis i Formacio. In basic education there is one study on literacy mentioned in the bibliography, as well as current study which is observing what happens in literacy classes. There are also other studies on the curriculum in basic education, health education and assessment.

BIBLIOGRAPHY

ARRANZ, Enrique. Cultura y prision. Editiorial Popular. Madrid 1988

DEPARTAMENT DE JUSTICIA Educacion y Control. Ed. Departament de Justicia. Generalitat de Catalunya. Barcelona. 1989.

FERRANDEZ, Adalberto (Dir) Modelos de Educacion en Centros Oenitenciarios. Editorial Humanitas. Barcelona. 1989.

MARZO, Angel; MORENO, Javier. Alfabetizacion en el medio penitenciario. Editiorial Popular. Madrid. 1990.

The Council of Europe Report "Education in Prison"

(Resumé of talk given to EuroAlpha Conference, ***"Literacy in Prison"***, Dublin, May, 1991) by ***Kevin Warner.***

INTRODUCTION:

I wish to make a two-fold expression of thanks, wearing different hats. Firstly, as Co-ordinator of Prison Education for Ireland, I thank Mary Kett and City of Dublin VEC for bringing about the first truely-international conference of prison educators in this country. Secondly, as Chairman of the Select Committee which produced the Council of Europe report, I want to express appreciation to EuroAlpha for the opportunity to draw attention to this book: those of us who wrote it very much wanted it read, considered and criticised, in particular by prison educators 'on the ground'.

In this talk I wish to speak about three things: (1) what the Council of Europe report on prison education is and how it came about; (2) some of the underlying principles of that report and their implications; and (3) what the report has to say about literacy and adult basic education. This is but a brief resume. Further discussion of Education in Prison is contained in other recently-published papers.

THE COUNCIL OF EUROPE:

While the European Community (EC) is primarily concerned with economies, the Council of Europe promotes co-operation and standards in legal, social, cultural and educational areas. The Council of Europe is older and larger (now comprising 26 European Countries). Its major contribution to European life must be the European Convention of Human Rights. Among the Council of Europe's many concerns is the promotion of co-operation and standards in relation to prisons, exemplified in the revised European Prison Rules, adopted by Member States in 1987.

In 1984 the Council established a Select Committee to survey the education available for prisoners across Europe and to make recommendations. That

committee's report, Education in Prison, was adopted in 1989 and published in 1990. While it suggests some minimum standards, it does not claim to be the 'last word' on prison education. Rather, it sets out to open up debate and possibilities in the field.

AN ADULT EDUCATION APPROACH:

In Education in Prison, as the report itself states, "two overall complementary themes predominate; firstly, that the education of prisoners must, in its philosophy, methods and content, be brought as close as possible to the best adult education in the society outside; secondly, that the education should be a constant seeking of ways to link prisoners with the community outside."

In dealing with adult education in general (quite apart from the prison setting), the Council of Europe have agreed a perspective which stresses the need for the education to develop 'the whole person' bearing in mind his or her social and economic context. Education in Prison incorporates such a holistic view. It implies a wider curriculum than is often provided for prisoners. The arts, physical education (which is far more than sport or physical training), social education, personal development opportunities, dynamic library services, etc., all come much more to the fore.

The report advocates that there be a wide variety of 'learning opportunities' within prisons. Not only does such 'diversity of provision', respond to the needs of 'the whole person', but it ensures that there are a greater number of means by which often-hesitant prisoners are attracted into education. This perspective, drawn from the world of adult education and emphasising the needs of 'the whole person', is far wider than many traditional prison outlooks, which focus narrowly on rehabilitation, for example. It contrasts too with the narrower focus of the EC on vocational training.

ADULT LITERACY IN PRISONS:

Finally, I wish to refer to some points that are made in the report about adult literacy. The problems with reading and writing that prisoners have deserve priority for several reasons. It is clear that, across Europe, the proportion of men and women in prisons who have literacy problems is far greater than in the community at large. Further, their difficulties are accentuated by the fact of imprisonment; they are move vulnerable, lock-up time is less bearable, contact with friends and family outside is more difficult.

The adult education approach is fully applicable to literacy and basic education provision in prisons. The 'whole person' must be kept in mind, for literacy is not just a matter of skills - the individual's self-respect and self-confidence are involved. An learning literacy is not to be seen as a prelude to other study, but can go hand-in-hand with the wide range of other learning opportunities that should be available to prisoners.

Likewise, the methods of adult education are relevant to literacy teaching. The student should participate, in dialogue with the teacher, in assessing his or her situation and in planning the study. The student's life experience is valued in learning, and the student's words can become the 'texts' of readers. The wider view of the literacy problem and the wider view of the person lead to a greater range of activities in the class. So, too, will there be variety in the tools used: "Computers, typewriters, cassette recorders, newspapers and books are all tools which can work in different ways with different students".

Above all, study must be voluntary. The growing practice of 'mandatory' literacy programmes in prisons in North America is, in the outlook of Education in Prison, conceptually and methodologically unsound. It is also ethically unacceptable as an infringement of human rights.

While such extremism is, thankfully, not yet present in European prisons (so far as I can tell!), there is much room for improvement in literacy teaching, as in other educational provision. The shortcomings flow from limited views as to what the literacy problem is (not seeing 'the whole person') and limited responses (e.g. the idea that providing computers can sort out the problem, or that volunteer visits in the evening is enough). Closer attention to the best practice in literacy teaching practice outside the walls would go a long way to improving the situation in many places.

NOTES:

1. Council of Europe publications, including Education in Prison (ISBN 92-871-1815-9) or Education en Prison (ISBN 92-871-1816-7), are unusually available from government publications offices in Member States. Full details of sales agents and lists of publications are available from the Council of Europe, Strasbourg, France.

2. See "The Council of Europe report on Education in Prison: an Adult Education Perspective" in the Yearbook of Correctional Education 1991 (CEA/Simon Fraser University, Vancouver), and "Education in Prison: Developing the Whole Person" in Proceedings of the International Conference on Prison Education ('How High the Walls'), Bergen, The Netherlands, May 1991. (VHS Bergen, PO Box 94, 1860 AB Bergen, The Netherlands).

3. Recommendation No. R(81)17 on adult education policy (Council of Europe, 1981).

4. See Adult basic education in prison establishments in Northern Ireland: a report by a working party (Northern Ireland Office, 1988).

ADEPPI (Belgium) Research on Illiteracy in Prisons

Adeppi stands for "Atelier d'Education Permanente pour Personnes incarcerees" (Prisoners' Adult Education Workshop). The title describes succinctly the main aim of this voluntary organisation, as laid down in its constitution: "to promote access to education for people in prison".
L'Adeppi originated as a response to social workers' observations that there was a significant demand on the part of prisoners for education. It became impossible to respond to this demand on an ad-hoc basis and so Adeppi was established in 1980, as a pluralist organisationindependent of all philosophies, religions and political ideologies.

L'Adeppi is an independently managed organisation, licenced by the Prison Authorities to provide education in prison. It is recognised as a voluntary adult education organisation and receives grant-aid from the Belgian State and from the city of Brussels. Adeppi provides free tuition in literacy, business studies and information technology, Maths, French, German, Spanish, English and Flemish, as well as preparatory classes for the Primary Certificate. All these classes are provided in response to prisoners' demands.

Some or all of these classes are provided in 7 prisons: Saint Gilles, Forest, Mons, Namur, Nivelles, Tournai and Marneffe. Another of Adeppi's aims is to promote information relating to prison education and we publish an information bulletin to this end. Brief overview of research.

Our research was carried out in 6 prisons (St Gilles, Marneffe, Namur, Mons, Tournai and Nivelles). Our aim was to test all inmates in these institutions who had been
educated in French from the age of 6. In St Gilles we drew a sample number of inmates (100 chosen at random), because of the size of the prison population (approximately 600).

The test consisted of some reading and writing exercises and some tests of pre-reading skills (notions of time and space, memory, reasoning and verbal ability) We also recorded data relating to social factors: social class, employment, nationality, educational qualifications and age.

We tested 461 inmates, approximately one third of the total population of the 6 prisons. We met with differing success in different prisons. In Marneffe, 67% of the population were tested, whereas we only saw 36.5% in Namur. The numbers reached in the other prisons lie between these two extremes. Variation in numbers tested was due to a number of factors: refusal to participate and specific adminsistrative problems relating to individual prisons.

Having examined the results, it would appear that this differing rate of success did not have a bearing on the relevance of our findings. We assume that in some cases a refusal to participate related to the difficulty faced by people with reading and writing problems in articulating these difficulties. If we had tested all prisoners, our results would probably indicate a greater number of those who are illiterate. We should also note that a large number of immigrants for whom French was not their first language (whom we did not interview) would fit into this category.

Results of survey

Our sample group was made up of 70.5% of Belgians and 29.%5 of immigrants , educated through the medium of French. At first sight these statistics would appear to boost commonplace racist ideas: it is true that nearly a third of prisoners in Belgium are immigrants, mainly from North Africa. However, far from demonstrating that all immigrants are criminally inclined, the large proportion of North Africans and lesser numbers of Italians and Spanish indicates yet again the inequalities of the penal system which attracts those in society who are most deprived and least integrated.

Some French statistics throw light on this issue: 16% of those charged with delinquency are immigrants, but immigrants make up 28% of the prison population. The increased efforts to control illegal immigration and the increase in police raids in underprivileged and immigrant neighbourhoods are largely responsible for this situation.

The prison population is young: average age 29.

31% of prisoners are less than 25 years old and 30% are aged between 25 and 30.

57% of prisoners come from working class backgrounds (based on parents' occupation).

A higher percentage classify themselves as working class (based on occupation): 74% The discrepancy highlights the phenomenon of a fall in social standing amongst the prison population, in contrast to the trend in the population as a whole.

The educational level of prisoners is extremely low, at least according to their own testimony.

29% of the sample tested have no certification.
32% report having the certificate of primary education.
12% report themselves as having obtained some form of vocational qualification.

In total, 74% of prisoners tested have not obtained any diploma higher than the primary certificate or a basic vocational qualification.

We established that very few prisoners have completed studies leading to a real vocational qualification (only 2.8% of those tested have completed the senior technical cycle and 4% of prisoners have completed studies at third level. The situation is no more satisfactory in relation to our own tests.

12% of prisoners tested are completely or partially illiterate.

This group can decode with great difficulty, making many errors, a few words of a simple text relating to everyday matters. Their comprehension is poor and does not enable them to make use of the information read. Their handwriting is illegible, spelling phonetic (based on their oral language which is also badly structured), words run into one another, with the breaks ill-defined. There is no knowledge of the rules governing the spacing of different units (sounds, letters, words, sentences), making their communication unintelligible.

Pre-reading skills and other concepts associated with written language are lacking, particularly those that relate to abstract thinking, notions of time and space, attention span, memory and logical and inferential thinking. These people have been exposed to written language but have never been able or known how to learn how to master and manipulate it.

Most have avoided written language completely, gradually losing any skills they might have acquired. A few use it any way and every way, totally uncritically, without realising that the message is distorted, even misunderstood. 15% of prisoners have basic "survival" writing skills. If they can cope with simple concrete text based on issues relating to everyday life, their encoding and decoding skills are poor. Their vocabulary is simple, syntax has many errors and their message lacks precision and is difficult to understand. They manage to express the essential in a very summary manner. These two initial levels regroup all prisoners whose skills do not attain primary level. We thus arrive at a 27% illiteracy rate in Belgian prisons.

73% of prisoners attain a satisfactory level, at least equivalent to that of the primary certificate.

Their reading is fluent, sometimes melodic with correct intonation. One third manage to understand abstract ideas... This 73% of prisoners are able to manipulate ideas in written expression in a reasonably coherent and organised

manner. Their vocabulary is richer, syntactical and stylistic problems more or less overcome (although spelling errors still abound in some people's writing).

They are able to use written language in an appropriate manner in specific social and cultural contexts. They can reflect on language itself. In summary, they can access the playful, creative, projective and imaginative aspects of language.

We examined the correlations between qualifications and test results.

There is an clear link. The hierarchy of diplomas relates to that of our test results. More than half of those with no qualifications have obvious difficulties with French. Amongst holders of the primary certificate only 20.2% do not reach a satisfactory level. There is a higher level of failure in relation to vocational education: 32.1% do not reach the required standard (a quarter of those who use a phonetic script state that they have undertaken vocational studies).

We also looked at the relationship between nationality, diplomas and our test results.
If three quarters of the prison population tested (including all nationalities) have not obtained any qualifications higher than primary certificate or vocational studies, progression routes vary according to nationality:
- vocational route for North Africans;
- primary education only for Italians, Spanish and Greeks;
- drop out from primary school for a third of Belgians and French.

Nationality is a factor in results obtained in our test, results which are themselves linked to educational history. The highest number of illiterates are found amongst North African prisoners (36%), next are the French (32%), then Italians, Greeks and Spanish (28.6%), and finally the Belgians (25.9%)

In examining the relationship between socio-occupational background, qualifications and test results we have observed that those from a working class background have

usually not gone beyond vocational education and that one third do not obtain the primary certificate. Amongst those from a lower middle class background (?), we noted that 59% have not progressed further than vocational education (this figure appears higher than amongst the non prison population) and 9.8% are illiterate. We have already referred to this phenomenon of a reduction in social status which characterises a section of prisoners..

We also studied the link between employment, declared qualifications and the test results.

BASIC EDUCATION IN PRISONS IN FRANCE

D. ARMENGAUD

25 MAY 1991

As you may know, functional iliteracy is referred to as "illetttrisme" in France and for the past ten years or so the literacy campaign has been to the forefront of social problems. In introduction, I would like to quote an extract from Pierre Velis' book "La France Illettree" (Editions du Seuil).

Knowledge, like currencies, can be devalued. Like other countries at a similar stage of development, France incorporated has quietly increased its knowledge and technical capital, as well as re-valuing its currency of exchange used in this area. Illiterate adults represent that sector of the labour market using a devalued currency; millions of French people who are from now on declared bankrupt because their primary certificate is out of date or their vocational qualifications are useless or incomplete. They have been disqualified and are off the pitch. There are also millions waiting to join them who are not even aware of the fact."

If we look at the prison world we can see this phenomenon in microcosm, as there is a high concentration of people who "are unable to read and write, with understanding, a simple text relating to their every day life". I refer here to UNESCO'S 1958 definition of illiteracy, a definition that was broadened in 1978 to take in issues relating to the individual's personal and social development.
I will now outline the main points of my contribution:

1. Characteristics of the prison population
2. Objectives
3. Resources
4. Methodology (this will be the longest section)

1. **Characteristics of prison population**

The majority of prisoners are young adults whose average age is approximately 30 (one-third are under 25). 80% have not completed primary education. There is a much higher percentage of illiterates than the 13% who have described themselves to be so; one could hazard a guess at 25 to 30% Some go as far as to state that the 80% of these young people who have attended primary school with little positive outcome, have slipped back into various levels of illiteracy. In gener al terms, illiteracy is the mirror image of school failure.

The problem is made harder to deal with by the fact that other psychological, emotional, familial and social factors are often associated with it (50% of prisoners were unemployed before committal and have no vocational qualifications). The prison environment also generates its own problems relating to space, time, relationships. On the other hand it offers the possibility of access to programmes of training and rehabilitation which have been adapted to promote the self development of the most educationally deprived. It can increase their knowledge and and give them the tools to combat discrimination and social and vocational exclusion.

2. **Objectives**

Objectives are based on legislation and ministerial decrees relating to:
- sentence management and the social rehabilitation of prisoners
- the public education service which offers everyone the right to an education which promotes self development, social and vocational integration and finally the opportunity to function as a citizen.

Prison Rules gives priority to basic education for young offenders and those who have who are the least educationally qualified. The policy of positive

discrimination offers most to those who have least; to correct inequalities and shortcomings and to promote re-integration.

Literacy work in prisons is based on a number of guiding principles:
- the work is adapted to suit the target group, the institution and the problems as they exist
- it is adult based (with an emphasis on the individual)
- the main thrust of the work is towards social and vocational rehabilitation

However, for the Prison Administration, literacy and basic educational provision is part of the wider educational service, operating at different levels and through a regional training plan which links the various institutions.

The Prison Administration encourages management in each institution to draw up plans which will co-ordinate all provision, which balances priority areas with established needs and which will facilitate and develop individualised learning.

3. **Resources**

A range of resources are employed to facilitate these objectives; some relate to internal resources - for example, included on the staff of any penal institution will be social workers specialising in career guidance, technical staff, sports instructors, psychologists... The most important resources come from outside sources and are integral to the policy of opening up prisons, as well as to the policy of partnership with other statutory and voluntary services. The two principles of partnership and openness are fundamental. Our most significant partner is the Department of Education which supplies:

more than 250 primary teachers' posts (see below);
1200 extra teaching hours (equivalent to 60 full time posts);
1000 secondary and third level teaching hours;
tutors from GRETA;
correspondence courses (CNED).

The Ministry of Labour is another important partner, financing and sometimes organising, through the AFPA, a range of vocational training courses, as well as literacy programmes (G.P.L.I., A.P.P., Multi Media Centres..)

A range of voluntary organisations also provide volunteers who do some teaching (GENEPI, CLIP 2000, Auxilia, O.V.D.P....

4. Teaching Methods

Before advocating specific teaching methods it is useful to remember that most prisoners' first experience of education has been negative. The reasons are varied and inter related but teaching methods and conditions (teacher pupil ratio; curriculum; an elitist system) are partly responsible. There are a number of consequences to be drawn from this situation:

First, the French education system emphasizes conceptual rather than practical intelligence, abstract rather than inductive reasoning, knowledge rather than skills. Methods must be adapted so that students are placed in learning situations where failure has not already been experienced, so that the cycle of failure is broken.

There now follows an outline of the methods and materials that the Prison Service promotes as the most useful.

4.1 **Assessment of new commitals:**
by a multi disciplinary team (social workers, teachers, educational counsellors). An overview of the student's existing knowledge and skills is established and a learning plan can be developed.

4.2 The prisoner is helped to choose an individualised learning plan: a number of issues are taken into account:

- educational level;
- length of sentence;
- interests and personal plans;
- courses available;
- employment opportunities on release.

It is important to make the prisoner responsible by offering him a moral contract which in some cases is a formal written one, whereby he undertakes to participate in a educational or vocational training course whose objectives and length are clearly defined 5 aspects of the service underpin these individualised programmes:

- assessment and counselling;
- evaluation;
- networking with other courses;
- validation;
- follow up work.

The tutor can act as a resource person or mediator for these individualised programmes: the student target group is accepted such as it is in all its diversity. Programmes that include objectives, approaches, guidelines, learning plans and evaluationcan still be planned despite an apparent paradox. Active learning methods are

used. There is a switch from "ready to wear" to "made to measure" programmes.

4.4 **Modular courses**

It has become clear that prison education cannot simply imitate provision in community settings because of the high turnover in places of detention. Courses are organised on a modular basis, with a maximum of 15 people for a few months. In modular courses material is organised in to a series of competencies to be achieved in a certain time scale.

4.5 A brief word on education by objectives, which can be developed I to programmed learning. This method is based on research carried out by an American psychologist, Skinner.

With this method the tutor must take stock of existing knowledge and skills and establish and establish operational objectives as well as set levels of attainment and tasks which enable skills and abilities to be evaluated. The methods seems to be based on the principle of success, although it has been criticized as being too narrowly functional or "behaviourist". It does however give good results and of course it is not intended to be used in isolation but should be treated as one of a wide range of approaches.

The method can be used in a number of contexts:

- group work with students at uniform level
- work tailored to meet the needs of groups who are at different levels
- self-directed work, given sufficient resources and access to a tutor if necessary.

4.6 Education and New Technology

4.61 Micro computers

There has been a huge growth in this area in all levels of education during the 1980's. Most prison educators now have access to 1 or 2 P.C.s and a printer. Funding has been devoted to the purchase of software (there are now thousands of models on the market) and the amount of computer assisted learning has increased considerably. There is some software that is suitable for literacy work and for students whose educational level is very low. In these cases computers can help to overcome barriers and past failure. Introductory courses in programming are also offered; this helps the development of logical thinking.

4.62 Computer networking

This work is still in an experimental phase, but early results are promising. A number of cells are linked by cable to a computer network using "minitel" terminals. The file server can be located either inside or outside the prison. While some caution needs to be exercised for security reasons, this development means that interaction can take place between students and tutor who has access to the file server.

4.63 Open Learning and Multi media resource centres ("Ateliers pedagogiques personalises")

Work is conducted on an individualised basis. The main characteristics of "open learning" are as follows:

- personal learning programmes are devised after an initial assessment period;

- Learning contracts for self directed study take into consideration the student's interests and aims;
- a range of learning tools (multimedia);
- self directed study and group work are alternated;
- structured Rehabilitation programmes.

Multimedia resource centres (a more developed and structured form of personalised learning workshops) simply concentrate in one place a whole range of learning tools. The tutor acts as a mediator between the information or knowledge and the student whereas in traditional education the tutor is the dispenser of knowledge. From the student's perspective active learning, guided where necessary, is obviously more useful.

4.7 For students whose level of education is low, or for those who have learning difficulties or who have failed in the past the traditional approach of offering a phase of general education, then vocational training and then employment is not necessarily useful. The starting point has to be the student's needs and motivations, based on concrete work situations. If education is integrated with work or offered on an alternate basis it becomes more real and relevant. Where possible general and vocational education is coordinated with work placement; for example some training organisations run courses within the prison and then place prisoners who have been trained in this way in outside centres. However block release is not the only method used and work is also compartmentalised by offering brush up courses before vocational training begins.

4.8 Cognitive development tools ("learning to learn")

Cognitive development theory is based on a number of principles:

- cognitive development can take place throughout life
- learning to think (in the Piagetian sense - I shall return to this idea later)
- reactivation of psychological structures and intellectual functioning

Developing cognitive skills implies changing how the intellect functions.

4.8.1 Piaget and the psychology of intelligence.

Piaget's work on genetic psychology is a fundamental reference tool.

According to Piaget, the development of intellectual or cognitive abiliites is dependent on:

- biological factors (maturation of the nervous system)
- factors linked to the environment (physical, logical, interpersonal and emotional experiences)

Note that social factors are hardly paid any attention by other researchers: at a later stage Vigotsky, Bruner and Feuerstein stress the importance of social relationships and language.

Cognitive development models are not drawn from one theoretical source but from a range of relevant theories: besides Piaget I have mentioned Vygotsky, Bruner and Feuerstein. I shall now refer to a number of methods used in adult basic education, both in prisons and in community based work.

4.82 Logical reasoning workshops (A.R.L.s):

The ARL workshops' aim is to address cognitive defects by offering students the opportunity to move from the concrete operations stage to the formal stage. Individual and group work sessions are alternated. There is a progression from real concrete objects to their written representation and from there to their representation in symbolic or conceptual form. ARL workshops are based on an individual diagnosis which is able to point to latent abilitiesas opposed to actual current performance.

4.83 Instrumental enrichment programme (P.E.I. workshop)

Piaget's theories overlap on one point with the behaviourist school. This relates to the notion that learning results from some form of action or the subject reacting to an environmental stimulus (Stimulus Response). Feuerstein adds an intermediary factor to this schema; this mediator or "M" can be parents, teachers, the general environment, books or audio visual media.
Feuerstein disputes the idea of rigid, stereotyped stages which stress the idea that intellectual development ends at adolescence. He believes that cognitive development is continuous and that people can "learn to learn" at any age, whatever the social and cultural gaps.

In P.E.I. workshops the mediator helps students to improve their cognitive skills, to acquire tools (concepts, vocabulary) and an active approach to learning in relation to information, knowledge and problems (selection, interpretation, decision making, communication, verification..)

The P.E.I. is a useful approach but requires a fairly lengthy training programme (minimum 6 weeks) and between 160 and 400 hours tution for learners over an academic year.

4.84 Other approaches...

"TANAGRA" programme is used in centres geared towards vocational training. Its aims are identical to those of the P.E.I. workshops.
"MCAs" : a method of self-directed learning developed by Gabrielle di Lorenzo, who advocates an approach to developing logical thinking around themes or specific texts (who ? what ? when ? where ? how ? why ?) These questions help the learner to discriminate, check hypotheses, organize, construct and produce results.

4.9 Evaluation

In conclusion I will refer briefly to evaluation, which should encompass both on-going evaluation integrated into the learning process and self-assessment of any courses of study. Certification and accreditation also help to individualize students' work and to encourage effort.

Structured rehabilitation project

(La Base de Ressources et D'Accompagnement - B.R.A.)

Nantes Detention Centre, France

1. Introduction

Project Guidelines

Nantes Detention Centre is a modern building, with places for approximately 450 inmates serving sentences of less than 10 years. Most inmates are able to take part in certificated vocational training or in workshops. The Centre's management and those responsible for training wanted to establish pre-training programmes. These would:accept those inmates who were not able to motivate themselves for work or training allow those with very limited education to have access to certificated training, either during their sentence or afterwards prioritise those inmates with behavioural problems (laziness, difficulties in relating to others)

The guidelines specified that: the project would cater for approximately 30 inmates on an on going basis it would enrol approximately 60 inmates in 8 months (from November 1990 to July 1991) give preference to those with very limited education offer individualised learning programmes organise courses varying in length, working on an average of 450 hours, with the option of continous entry and opt out to prioritize work-based courses.

This project was seen as a first attempt which would act as a basis for other projects based in places of detention. On this basis it was decided that the maximum number of exterior training organisations would be involved and that they should be closely linked with staff already providing services within the detention centre, whether educational, welfare or medical.

2. Staff Team

The local training co ordinator provided the following services:

- co-ordination
- links between Management and the various services in the Detention Centre
- links with services outside prison
- administrative support

The team's nucleus is made up of staff from various community based training organisations who have had some experience of working in prisons:

2 tutors from INSTEP;
1 technical education teacher from FCMB;
1 educational psychologist from AFPA.
They are responsible, on a team basis, for the development of the project.
They are released for this work between 3 to 5 days a week.

Instructors are as follows:

1 electrical instructor (from the prison) 2 days;
2 auto engineering instructors from GRETA (half day each);
1 plastering instructor from GRETA : 1 day;
2 technical drawing instructors from GRETA (half day each);
1 instructor from GRETA's multimedia centre;
2 primary school teachers (one day each;
2 P.E. instructors from the prison (half day).

This makes a total of 17 people involved in the project.

Despite the difficulties posed by varying time-tables, lack of availability, the size of the team co-operation has, on the whole been good. It must, however, be stressed, that those involved in other areas of the prison (teachers, sports instructors) are anxious to hold on to their separate identity. It is difficult for them to identify with the project's philosophy and to participate regularly in project activities. In some respects the project is competing with their other activities. We hope that this kind of attitude will change with time. As it is the instructor from the multimedia centre has cooperated with the project in a very positive fashion without damaging his own identity.

3. Teaching methods

Before the course began the steering committee felt it was very important to take time to identify its aims and the approach to be used. Not all those involved with the project accept fully the guidelines listed below. However the steering committee is trying to turn aspiration into reality.

Socialisation

It would appear that there is no point in offering training programmes to prisoners who are socially inept and who have little or no work experience if priority is not given to the following areas:

challenging habits reinforced by prison (selfishness, trickery, impatience, suspicion, stereotyped attitudes)

- the ability to comunicate in an open manner that respects others (listening, observing the rules of group discussion, sharing, expressing oneself)

- improving self image with concrete finished products (not with 'make-believe')

- teaching prisoners about society (work, leisure, day to day living)
- teaching prisoners about culture (helping them to be more than consumers: by becoming creators, analysers...

The right to make mistakes Social workers and those with responsibility for such schemes are always reassured by solutions that relate to job or training placements. However, what is often overlooked is the fact that those concerned are often so scared of such outcomes that they do everything in their power to ensure that they are not successful. Despite the fact that the success rate may appear much lower the following guidelines are used in this regard:

No assistance (for those who are not prepared to make an effort to help themselves)

No selection or creaming off (You don't need to succeed to persevere)
No streaming to achieve homongenous groups (all differences are enriching and stimulating if they are awarded value)

The Project tries to emphasise:

everyone can change; lasting solutions (not "quick fix" ones); the contribution that doubt and conflict can make to personal development (sometimes these have to be provoked and addressed rather than stifled. It is better to uncover difficulties so they can be dealt with).

Adaptations for Target Group

A very structured approach is likely to fail with a target group lacking in confidence, with a variety of problems and few personal resources. The Project avoids a number of techniques frequently used in orientation and guidance courses:

Vocational plan (this is deemed to be too stressful and unrealistic, mainly because of the difficulties in forming contacts outside the prison). Contract for course (most prisoners find this impossible to honour - this results in tutors either turning a blind eye on unfulfilled commitments, which is hardly the best way to encourage delinquants to respect the law!. Alternatively regulations are rigidly enforced. This results in those who most need the training course being excluded. The Project adopts a more flexible approach with some guidelines:

At the beginning of the course a time-table is negotiated for 4 and a half days or less;

No temporary release is granted during the first period of the course unless agreed by the steering committee;

All requests for changes of time-table and project are granted if the individual is prepared to justify them and follow them through to a conclusion.

Absence is tolerated (although there are financial penalties) Attempts are always made to understand and address the reasons for absence. As far as possible project workers avoid becoming intermediaries between prisoners and prison authorities.

PROJECT OUTLINE

1. Target group

Most applicants have been proposed or encouraged: by the Prison administration in most cases, by educational social workers or drug project workers. We have also taken on some individuals who have come forward of their own accord. Selection is undertaken by a committee comprised of

representatives of the following: prison management, educational social workers, chief officers, training officers and the education service.

The steering group was anxious to recruit only those who were genuinely interested by the proposed course: personal and social development, preparatory training, pre-release preparation. In reality only the first 27 participants were able to avail of the preparatory course. This group adapted more quickly to training and seemed to gain more than subsequent groups with whom project workers had only minimal contact before the beginning of the course.

Educational background of 60 trainees:

3 had entered senior cycle in secondary school system;
5 had finished junior cycle in secondary school;
7 had basic technical qualification;
32 had had only minimal schooling and had no certification;
13 were illiterate.

PERSONAL DIFFICULTIES

Most students demonstrate anxiety symptoms;

- 15 have serious behavioural difficulties;
- 12 are extremely dependant.

Approximately half are recidivists but only 3 see themselves as hardened delinquents. Most are deprived on both an educational and emotional level. In the majority of cases the offence was committed during periods of extreme personal difficulty (lonliness, abandoned) and usually under the influence of drugs or alcohol. 4 claim wrongful conviction.

2. Individualised Programmes

Each student's time table is negotiated with him at the beginning of the course. It can be renegotiated during the course. Contact hours can be reduced for those who have difficulty in coping with four and a half full days. Those who wish can work on individual projects in their own time. This individualised approach is very popular with students. They find it gives them a sense of freedom and the opportunity to progress by trial and error. This approach also helps to create a more relaxed atmosphere and to limit activity which is designed simply to "kill time". For the many who find it impossible to .... Individualised time tables present a real problem, however, for the steering committee particularly as tutors have varied time tables and holiday leave. This results in there being occasionally free half days; there is a need to find a solution to this problem as it works against the notion of respect for rules. It quickly became apparent that there was a need to keep a close check on time tables and attendance in order to minimize absenteeism. Absences have to be systematically checked and a reason provided for them. This helps in the first instance to contain them and secondly to facilitate the articulation of difficulties or problems. This policy has not always been implemented due to the fact that a Project coordinator is not always present.

3. Length of Courses

Students have worked for varying lengths of time (between 1 and 29 weeks). The division of time is as follows:

29 weeks	3
28 weeks	1
26 weeks	1
24 weeks	1
22 weeks	3
21 weeks	2

20 weeks	1
17 weeks	9
16 weeks	2
15 weeks	1
14 weeks	11
13 weeks	5
11 weeks	1
9 weeks	3
8 weeks	14
4 weeks	1
1 week	2

The average length of stay is 14 weeks.

12 (one fifth) have benefited from courses more than 20 weeks in length.

29 (one half) have participated between 11 and 17 weeks

17 (one quarter) have only attended between 8 and 9 weeks. If the project continues some of this group will be able to pursue their studies.

3 dropped out quickly because the course did not suit them.

4. Admissions/Drop Out

Continuous entry was considered inappropriate as the course emphasises group work and practical workshops are based on the acculmulation of skill. Admissions were therefore organised as follows:

14 began on 19 November 1990 (first module);

13 on 26 November 1990 (first module);

20 on 25 February 1991 (second module);

13 on 13 May 1991 (third module);

Some students have participated in a number of modules.

5. Pilot workshops

Discussion Group

Discussion takes place on a variety of topics either introduced by the tutor or by the students. A number of ground rules are followed:

If possible spontaneous remarks are discouraged (students are encouraged to write before they speak);
Ideas are developed as students outline their viewpoint;
Respect for others (listening, understanding the other's viewpoint while still having the opportunity to express an opposing view);
Everyone must contribute (in contrast to the notion of passive consumption).

There are five objectives:

to encourage and improve oral and written expression;
to develop openness, clarity and self reflection;
to see others' presence as positive;
to cement the group and give it coherence;
to pinpoint difficulties (discouragement, difficulties, fears) and address them;
to encourage the more advanced members.

The group's role is therefore central to regulating the work of the project.

Cultural Development Group

The tutor sometimes focusses group activity on cultural issues:

video followed by discussion and writing
selection and critiques of library books
Trivial Pursuits
Music appreciation

The aim is to provide a relaxing and enriching atmosphere which allows personal difficulties to emerge through projection onto a character or situation.

Evaluation Group

The psychologist encourages the development of self confidence, particularly the ability to cope with self assessment in a positive manner. The following approaches are stressed:

approach situations in a calm and relaxed manner;
clear overview of situation, looking at all issues;
anticipating difficulties;
self evaluation;
classification of existing knowledge;
preparatory exercises (particularly with the video).

Open Learning Workshops (Atelier Pedagogique Personalise)

Educational provision based on conventional school curricula using teachers trained to work with children is only suitable for a minority of students, ie those who are most motivated, able to work by themselves and who have not experienced any major difficulties during their first contact with education. Other students work with tutors trained to work with adults in open learning situations (A.P.P.) Individualised work and personal attention helps to foster a good tutor student relationship, motivation, a relaxed atmosphere and the development of self confidence.

Job Preparation Group

This group meets only when a number of students are ready to look for work or training outside the prison. It is based around the following activities:

- planning application; listing practical possibilities;
- preparation and help with application (particularly letters);
- writing Curriculum Vitae;
- interview preparation.

Regulatory Group

The steering group meets with students when necessary for the following reasons:

- to assess work completed;
- to raise problems;
- prepare or change time tables;
- communicate messages or information.

Occasionally other groups are organised to complement regular activities:
to prepare a newspaper
to make presentations

Plans were made to invite outside speakers or to show videos (?) However lack of time has meant that these activities have not taken place.

Individual Interviews

The psychologist sees regularly those who have requested interviews or alternatively asks to see those who are experiencing difficulties. The main aim of this interview is:

- to explore and hopefully resolve personal difficulties manifested through behaviour or attitudes or beliefs.

The aim is to achieve a more coherent self image.

- to examine others' image and accept assessment;
- to develop self confidence;
- to learn how to contain impatience;
- to draw up plans for vocational training outside prison.

6. Outside prison contacts

The steering committee have not tried to develop contacts with outside training agencies and employers for various reasons: developing a network of employers who are willing to accept prisoners involves a lot of work and the assurance that the training will be on going. Secondly preparing prisoners for outside placement and ensuring that they observe regulations demands an enormous amount of work. One tutor would be needed to work full time on this area. Some students involved in the project are not ready to gain anything from this kind of placement (under qualified, lacking motivation and self control) Those who do not have these problems do not necessarily need a placement of this kind in order to make career choices. A number of visits and professional placements have however been arranged when appropriate. 4 course members have worked on external sites and 6 have worked on internal sites.

First Results and Reflections for the Future

Situation as of the 15th June (60 participants in total);
27 are still on the course;
33 have left (3 in under a month);
Of these 33, 20 are still in prison and 13 have been released;
Of the 33, half have been re-placed;
6 are working;
7 are on a training course;
3 are on preparatory courses.

Prognosis for those still in prison (not involved in training courses)

Favourable	1
Uncertain	6
Poor	10

Of the 10 for whom the prognosis is poor:

1 has re-offended (the day before beginning a training course);

1 committed suicide while in detention.

Of those whose future prospects seem poor:

1 who had made an extremely good start to a training course in prison dropped out suddenly because of the stress caused because he received no visits;

1 is waiting for a training place but is overburdened by debt;

1 needs to make a definitive commitment to his fiancee who has waited patiently for him.

These limited examples, chosen from a wide range, are sufficient indication of the fact that even a very broad conception of training cannot respond to all needs.

Literacy in Irish Prisons - A Broad Curriculum

Catherine O'Flaherty

My name is Catherine O'Flaherty and I teach in Wheatfield Place of Detention. Wheatfield was originally set up as a prison for young offenders aged 16- 20. However it now covers a wider age group 15-35 approx. The majority of inmates are between 19 and 25 years old. There are 320 male prisoners and 70 school places. There is usually a waiting list for the school.

Attendance at school is "voluntary" and as such we may presume that all of our students are eager and willing to learn. We must remember that the word voluntary only applies to the choice of what they do in the prison - they must do something during the day and for many of them school is the best option.

Most of the lads in prison have had a very negative regular school experience and I feel it is very important that we as prison educators do something to create a positive learning experience and help them see education as being practical, useful and enjoyable. This is the ethos of the prison education here in Ireland.

I am employed as a Literacy, History and Geography teacher. Sometimes a problem with language is that it is so restrictive in describing what we actually do. If I were to take my subjects literally, in literacy classes reading and writing, in history I would be teaching about events years ago and totally irrelevant to my students; geography, the drainage patterns of Italy. How could any student be inspired with any notion of the beauty and romance of e.g. Florence, Venice etc. if one has to study drainage patterns! Yet this is the material the state syllabi would have our students cover.

We as prison teachers are very lucky in that we are very much involved in curriculum development and have a major input into our classes. Team teaching is also widely encouraged in all the prison schools.

When I first started doing literacy with young fellows, I thought that it was only the technical skills of reading and writing that they lacked and that progress in these would be easy enough to teach and measure. I was not aware of how great the actual deprivation of general knowledge and basic everyday knowledge there was. After a little while I realised that once they had learned the technical skills i.e. could read and write many words necessary for everyday use, they did not actually know how to use them.

For example; my history class for lads who could read and write fairly well but had not sat any state exams. The format of the class was; we read about an item or event in the book, we discussed it and then they wrote answers into their copies. They were allowed look back in the book for the answers to the questions.

I thought that this formula was working very well as it covered reading, writing and comprehension until one day I decided to ask a particular group to answer the questions verbally without reference to the book. The subject of this class was a well-known event in Irish history, known as the Easter Rising of 1916. The title was I felt, fairly self-explanatory. It was an uprising that took place at Easter in 1916. At the end of the reading I asked the most basic of questions. "What year did the 1916 Easter Rising take place?" Not one fellow in the class of 5 students could answer. What time of the year did the EASTER Rising take place? Again not a clue. Eventually when I insisted on an answer one young fellow says in desperation "Half-past three!" Another said "How are we supposed to know ? we never done history!".

I realised then that so much of what they hear about in school generally passes way over their heads and I try hard to think of ways to make what they do in school relevant and interesting to them.

I no longer distinguish between literacy, history, geography and the odd bit of anthropology.

To give them a sense of the past I get them to find out their parents' and/or grandparents' date of birth and to ask them what they remember about events in Irish and world affairs in their day.

I remind them that things like the Gulf War and the Brooke talks in Northern Ireland will be history to their kids and if their kids ever end up in my class I'll be getting them to ask their parents all about it.

In geography, most of them haven't a clue what a map means or how to use one. I remember one young guy who was a well-known car robber, looking at a big map of Ireland and asking me where did the Naas Rd. go. I showed him how to read a map and he was telling me how he robbed a car once and sped off trying to get to Belfast in the north of Ireland and ended up in Kilkenny in the south. He remarked that "geography would be really necessary for car robbing". Hopefully most of my other students will put their geographical skill to more legitimate uses.

Anyway, generally I begin my introduction to geography/literacy by getting them to do projects on their local areas. Maps mean nothing to most of them. They feel (as they do about many things) that maps are done by "Poshies (middle-class people) for Poshies" and are not for ordinary people. I work with the Art teacher and we begin by getting them to draw maps of their own area. This works really well as they all know where they live and what's around the corner. They are usually amazed and pleased that something in their life is "important" enough to go into a legitimate geography class.

I generally try and get a few lads from the same area to work together on the projects. Along with drawing the maps I also get them to find out information about their area. This involves getting access to how we get information e.g. use of phone books, yellow pages, local directories, community services etc. They have to write letters out to get this information and I can introduce letter-writing skills in a practical way.

I am always amazed and appalled by their lack of any knowledge of how things work or happen around them. Take street names for example. Dublin's main street and one they all know is named after Daniel O'Connell, an Irish Catholic leader in the 1800's. Also when Sean MacDermott St., Cathal Brugha St., etc., all named after people's names, come up in a history class they always think that the men are named after the streets instead of vice versa. One of the amusing incidents I had with fellows looking for information, was where a group of lads from a fairly notorious area of Dublin were writing to various local organisations for information. One of the places they wrote to was the local police station to see was there much crime in the area.

One of the difficulties of working in the confines of a prison is that it is fairly confining in the sense that the students can't get out. So this year myself and the art/photography teacher got together a series of slides of Dublin with our literacy/history/geography students. The students decide what they want slides of in a certain area. We take the pictures along with anything new or interesting in the area. The students them present the slides themselves. Often they know more about the area than we do and have little bits of local history that we may never have heard of.

We also use computers in the literacy area and that works very well and gives lads weak in literacy great confidence knowing that they too can gain access to technology.

Basically what do we mean by teaching literacy?

We see literacy as more that just physically learning to read and write words off a page. Meaning is central. We want our students to be able to understand, interpret, analyse, ask questions and get answers. For many of our students the questions don't even occur, never mind the answers. We believe in empowerment and letting our literacy students see that the things we call history, geography, art, drama, etc. are for their use and pleasure and not just for "poshies".

In doing all this we try to make the class atmosphere as informal and relaxed as possible. And we hope that being in our classes is as rewarding and enjoyable for our students as it is for ourselves.

Thank you and enjoy the rest of your conference.

Catherine O'Flaherty.

May 1991

LITERACY THROUGH LITERATURE

A reading club with imprisoned young people and adults.

Peter Budweg
Marie-Thérése Schins

Dublin, May 1991

LITERACY THROUGH LITERATURE

Contents

1. Creation of a reading club
   - **1.1.** Introduction
   - **1.2.** The idea of the reading club
   - **1.3.** Functional illiterates in socio-educational areas of work
   - **1.4.** Foundation of the reading club in Hahnofersand

2. Literature as a medium in socio-educational intervention
   - **2.1.** The beginning of the reading club in the closed section
   - **2.2.** Literature as an internal adventure
   - **2.3.** On the path towards writing
   - **2.4.** Creative writing as a possible way to a writing culture

3.0. Summary

In conclusion: seven propositions.

Literacy through Literature

A reading club with imprisoned youth and young adults.

1. Creation of a reading club.

1.1. Introduction:

In 1990, International Literacy Year, we founded a reading club together with students of social work and educational social work at the Fachochschule Hamburg (a college for Higher Education). The target group consists of young persons, with long-term sentences with little or no relation at all to writing or a writing culture. Our working materials are selected texts from contemporary literature.

We wanted to know to what extent literature may be an instrument for the creation of a literature environment that will have a positive impact on the further development of these young persons.

1.2 The idea of the reading club:

The model of a reading club originally comes from Israel where it is called Youth Reading Club.. The basic idea was to use texts about people with writing difficulties to address young people having problems integrating into the national education and school system for various reasons. The reading club was thus expected to lead to social and cultural integration.

The "Stiftung Lesen e.V." (at that time "Deutsche Lesegesellschaft e.V." - German Reading Society) in Mainz took up the Israeli idea at the beginning of the 80's and adapted it to German conditions.

Since then more than 100 such reading clubs have been created. Our club is No. 107.

The reading club aims to help to promote the motivation to read, reading abilities, acquisition of language, media competence and social competence of German and foreign children and adolescents. These German reading clubs are mainly set up out of school and they are supposed to facilitate access to our writing culture for young persons from families where books are not read and who themselves do not read. Culture and recreation centres usually organise this type of activity.

As such schemes spread, these centres were joined by those concentrating on socio-educational tasks. They focus on young people who have very little writing competency because they did not succeed in learning how to read and write in primary school. According to national and international terminology (UNESCO) they are called **functional illiterates.**

1.3. Functional illiterates in socio-educational areas of work.

Hardly any occupational group has as much contract with functional illiterates as social workers and educational social workers.

Social workers meet functional illiterates in the job centre, social service departments, vocational training and vocational advancement activities as well as in prevention projects and rehabilitation after committing criminal offences. Often, social workers and educational social workers are the contact persons whom they meet on a regular and official basis and who are able to monitor and realise the extent of their personal problems.

Social workers, however, are also the ones who have learnt to organise and to find social and personal help for these persons. Considering this it is all the more surprising that social workers in

Germany know only little about the problem discussed in this article and are rarely included in literacy activities.

The Department of Social Pedagogic (Sozialpadagogik, which we are here calling educational social work) in Hamburg has taken up the challenge of training educational social workers and has developed a curriculum of its own.

Through participation in a "social-educational special project" (1st-3rd semester), students are confronted in theory and in practice with the conditions of life and learning of functional illiterates.

Included are:

(a) the transfer of knowledge

(b) direct contact with persons in the field of educational social work (observations, interviews, etc.)

(c) confrontation with written texts by and about people with reading and writing problems (novels, poems, newspaper articles, etc.)

As a result of this special project female students in the winter semester 1989/90 decided to accompany us to the Hahnofersand prison for juveniles in order to create a reading club.

1.4. Foundation of the reading club in Hahnofersand

We founded the reading club in March 1990. The "Stiftung Lesen e.V." put financial resources for basic equipment and books at our disposal.

The prison is situated on the Elbe river, approximately 30 km outside the City of Hamburg, in the direction of the North Sea. It covers an area of about 160 ha and measures 3.5 km in length and 700 metres in width.

Hahofersand was founded in 1920 as a reform prison and still represents a concept in prison methods stressing education and not punishment as a main feature. The motto states: "Education instead of punishment". Today about 120 young persons and adolescents are in this prison at different stages of their sentences. There are a variety of possibilities of elementary education and vocational training. Inmates can choose according to their abilities and willingness.

Our reading club represents a recreational facility, that can be used voluntarily by the inmates of the so-called closed section. About 50% of the present inmates did not finish school. Many of them show major deficits in reading and writing. The director of the prison, Dr, Ohle, rates the number of functional illiterates at 30%.

Thus the inmates of Hahofersand from the marginal group with the highest proportion of people with no command of reading and writing, that we, as educational social workers, were able to reach.

Among the female students who volunteered to participate in the work of a reading club, some had experiences from socio-educational institutions before they had taken up their studies at our college. One student had already worked in the field of leisure time activities in a prison for male adults.

Our reading club fulfils one of the demands of the founders of the prison, dating from 1920, namely an "educationally valuable use of

leisure time (e.g. reading aloud to others)". One of the warders was then supposed to take up this task.

After the pilot phase expires, we wish to transfer the reading and language herself and would like to convey this to the inmates via the reading club.

The problem we have to face is certainly the question how to inspire pleasure in reading and language when many participants are functional illiterates and some of them have only slight knowledge of the alphabet. How and where should we start our approach and which kind of texts may be suited?

2. Literature as a medium in social-educational intervention.

2.1. The beginning of the reading club in the closed section

An inmate who still had many years of his sentence to serve once said "thousand hours writing or reading novels are a thousand hours less of the sentence".

A prison is the ideal place for work with books and human beings.
Why?
Are inmates grateful for every diversion to them from outside?
Obviously yes. However, we should not fool ourselves.

If activities, regardless of what kind, are offered at a time when the inmates would normally be locked in their cells, they are always attractive.

And who attends the reading club Hahofersand? This question is difficult to answer. They all come voluntarily from the closed section because, among other things, they want to meet their mates from other living groups.

Furthermore they meet people who do not directly work in prison. Hours in the reading club are therefore spent in an informal and relaxed atmosphere, no guards are present. There are no reports to the management of the prison and the mood is cheerful and uncomplicated. One further reason may be the weekly offer of literature in the reading club.

Fifteen minutes before the opening of the club the young men are already standing outside the door and enthusiastically welcome us. An average of ten persons participate. We meet in a class-room of the prison school. There is a cupboard with indispensable utensils: books, which we have chosen together with the young people, games, a coffee machine (very important), paper for painting and writing, hobby work materials and a small card catalogue of the books lent. Posters to promote reading hang on the wall. There are German and foreign young men who want to profit from the club for two hours a week. The level of language is quite varied, not only among the foreigners. Reading and writing abilities differ considerably as well. Some inmates have been coming since the creation of the club, others have stayed away sometimes for external reasons (release, therapy, change to another department etc.).

Unfortunately the young men from the open section are no longer allowed to attend the reading club as the management fears a possible transfer of (hard) drugs. We regret this step very much but we can understand the point of view because drugs constitute a big problem within the prison.

One more argument: all members of the reading club are open to incentives they do not know or have even forgotten. Imprisonment has forced them to reply fully on themselves and they are separated from the outside world. The reading club and the literature offered can re-open a path to the world outside and function as a bridge. The link between the one world and the other is literature.

2.2 Literature as an internal adventure

Astrid Lindgren once said: "The most unlimited adventure of childhood, that was the adventure of reading. For me it began when I received my first book and became familiar with it. At that moment my appetite for reading was awakened, and this was the best present I could have received."

We will hardly find an inmate who has had the intensive experience Astrid Lindgren describes. Probably nobody has read aloud to him or supported his own attempts to read. It is not very likely that these persons have ever received a book of their own. The path to the reading adventure, that many children experience, has been unknown to them.

Instead, books were either not present at all, or given little value. Furthermore, printed or written matters frequently contained bad news and thus triggered strong fears. We think of police reports, reports from social workers, letters of notice to quit their apartment, etc.

Is it still possible for these young people to experience this feeling of being touched by a book and to understand a little the adventure we call reading?

Frank Kafka once said: "A book should be the axe for the frozen sea inside of us. It can break something open in us."

I have been working along these lines as an author with students of educational social work for some years already. In workshops with the old, the handicapped and alcohol and drug addicts we try to melt the ice away together.

These workshops focus on the intention to reach the human being emotionally but also rationally by means of literature and subsequently to deal with their interests and problems. Students discovered the narrative book for themselves in the seminars offered on "working with people and literature."

By means of silent reading, reading aloud and the treatment of narrative literature, the students set up focal points in these seminars and in their practical work with the persons concerned, in a way that they never thought possible for their clients or themselves.

When the reading club in Hahnoferand was founded, many students were ready to try these positive experiences with literature on imprisoned persons.

2.3. On the Path towards Writing

Were the first afternoons in the reading club so exhausting because all of us felt insecure? That be one of the reasons. We had only few publications about activities which could have been a methodological help in this work. We were impressed by the experiences of Bernd Scheffer who, together with linguistics students, had carried out text workshops in a prison in Driebrug/Hessen for more than a year. Furthermore we appreciated the experiences of the author Wilhelm

Genazino, who took part in a project of the Deutscher Literaturfonds (German Literature Fund) for half a year and read and discussed with inmates of the prison Osleshausen near Bremen and talked with them about texts which they had written themselves.

We received some further interesting stimuli from poetry and writing therapy of Frederic S. Perl's gestalt therapy.

In the beginning the inmates and we were very cautious with regard to procedure and choice of the topics, and we spared each other's feelings, maybe because nobody dared to say what he really thought and wanted.

We chose texts and short stories which we believed would help us to make contact with the participants of the reading club. We did not consider our own literary tasks.

We were all the more delighted when the participants generally reacted positively to such different forms of literature as texts from Antoine Saint-Exupéry, Jack London, Hans Christian Andersen, Hans Fallada, Joachim Ringelnatz or old fairy tales, and to reading from books by children's authors. The most important factor seemed to us that contents and topic corresponded to the interests of the inmates. The student and we, as project co-ordinators, prepared each reading hour very thoroughly. We hoped to reach the participants with our conversations and to awaken their interest in written material. In the beginning the main topics dealt with problems such as imprisonment, drug addiction, fear of school and the poor housing, but we soon realised that the adolescents also wanted to treat completely different subjects. We did not try to evade feelings such as love, jealousy, grief, confidence, longing, being misunderstood, fury.

These hours required most precise arrangements and a sure instinct. During one hour we succeeded in journeying through literary fantasy to a dream island, by means of a short meditation we did together, and relaxing music playing on the Celtic harp. Afterwards we did some paintings and drawings which surprised not only us but also the young men.

2.4 Creative Writing as a possible way to a writing culture

So far texts narrated and read aloud had been the central point of our reading club, but now we tried to approach the inmates with another experience. We made our first attempts to write something ourselves.

Here we faced the problem that some of the participants did not know how to write. In these cases students or other inmates discreetly acted as scribe. As an incentive, we used literary texts or certain keywords. In a further step we took post cards as our material and we made up texts with remarkable emotional density. The students typed each of these texts and at the next meeting gave them to the participants as a present. Sometimes we succeeded in making a little "book" consisting of the single sheets. The title of this first writing attempt significantly was:
"There was no lazy children." It must be an expression of the hurt and disregard these young men experienced during their school career.

Such text workshops inspired some men to continue to write in their cells. This resulted for me, as an author, in an individual relationship with the different writing inmates.

One of these relationships led to a literary dialogue between a Sinti and me. He had started to write only one year earlier, after having begun to read in the literacy courses he attended during his

imprisonment. His teacher had pointed out a book about his people to him, and that was the incentive for Stefan to want to learn how to read and write.

In the meantime Stefan and I have written a little book, which will be published this summer, for new readers. Wherever one of the inmates has gained confidence in us, it is ideal if the students or we, as project co-ordinators, care for them personally. The texts the inmates write in their cells are often very personal and intimate. We usually try therefore to find the time for individual talks after the reading club. In our work we have found a number of approaches which seem promising as a way into writing culture.

We have tried to combine literature with other sensual experiences, such as music and painting, in order to reach the participants internally. But so far we have not utilised and explored all possibilities fully.

3.0 Summary

It is quite an adventure to start a reading club in an institution where young persons and adolescents with almost no previous contact to a reading culture are imprisoned.

One has to have a lot of confidence in one's own creativity and to be very sensitive to the psycho-social situation of these persons. A profound knowledge of the social background and the experiences of delinquents is essential.

Furthermore, one should be able to try out unconventional ways and forms to reach the interest and the attention of these young persons. The psychological situation of the inmates behind bars favours the idea of a

reading club. The young men have time and frequently wish to communicate with persons representing life in the free world outside.

As we have discovered , changing from one form of expression to another is a good way to start people communicating.

Literary texts have to be chosen with care and, the particular problems of the inmates should always be considered.

The conveying of the texts is to be combined with other sensual stimuli. Educational social workers are very good intermediaries, as their professional qualification puts the knowledge and concepts needed at their disposal. If, in addition, they have experienced reading positively in their life, i.e. if they take a sensual pleasure in reading and feel it as an internal adventure, the spark might flash over. Our experiences in this project with students in educational social work are favourable.

What our reading club offers fits in with the institutional educational provision concentrating on literacy, elementary education and vocational training.

But the reading club neither can nor will replace these efforts at re-education. It is, however, definitely able to help to create an environment in which the printed or written word is experienced as something pleasant, even as something meaningful.

The reading club can provide motivation to learn to read, accompany that learning and, as a further component of post-literacy, support the development of the individual personality. With the help of different creative fields of work such as painting, writing something oneself and so on, the reading club is thus an instrument for the creation and design of a literate environment. This literate environment is necessary for successful

re-socialisation. Only a literate person can participate in significant areas of our society.

In conclusion: seven propositions

We would like to summarise seven propositions as a first result of our work:

1. Imprisoned young people stem mostly from a milieu with hardly any contact with writing culture; the functional illiteracy rate is 30-50%.

2. Through imprisonment, many inmates become open to new stimuli and arguments and to new methods of communication.

3. The reading club is well suited to try this form of communication. It should include the principle of voluntariness and should be separate from the prison assessment of the inmates (points system).

4. Different forms of literature are a suitable medium of communication, if they are exploited using creative methods.

5. Educational social workers are good intermediaries for this kind of communication because of their practical experiences and their professional competency.

6. The reading club can promote literacy and elementary education, support them strongly and serve as a useful complement in the post-literacy phase.

7. The reading club is a good instrument for the design of a literature environment. It can pave the way to participation in our writing culture.

Peter Budweg
Professor, Fachhochschule Hamburg
Dept. of Educational Social Work (Sozialpadagogik)

Marie-Therese Schins
Freelance author and part-time teacher at the Fachhochschule Hamburg.

Discussion notes on the first Workshop 'Literacy through Literature - a reading club with imprisoned youth by Peter Budweg & Marie-Therese Schins.

Participants were interested to know how the student social workers/teachers and the autheress start a session. Sometimes the Social Worker students brought in stories or novels and these were read aloud to the youth and a discussion would take place. It would be difficult to expect more than 30 minutes concentration, sometimes less, but the session would go on for 2 hours with coffee breaks/talks etc.

The youth would be asked what books they would enjoy hearing read aloud. The preferred themes would be biased towards relationships - e.g. stories about good friendships, families, love and jealousy, grief and anger.

One time a youth asked a helper in the club to bring in some drugs for him. The next week the helper brought in a book about drugs - but obviously no

drugs. The book was read out and the young man exclaimed "Why do you bring me this book? I don't need to hear stories about detoxification. I need stories about gaining confidence!". There was some discussion the group as to why S.W. students were used as teachers in the in the 'Leseclub' and not student teachers. It was obvious that different countries have different approaches and in Germany and France social workers would have a large input into literacy work unlike other countries who rely mainly on teachers. The project has a ratio of 2:1 with 5 social work students to approximately 10 students and they can therefore build up a good relationship.

Marie Therese explained that working in a prison was not considered "interesting" work by German artists and writers. The Irish and Dutch participants explained that in their countries both writers and artists are encouraged by their Arts Councils to undertake work in prisons and that much inspiring and progressive work takes place between the inmates and the artists. Marie Therese was eager to set up similar links in Germany, but she felt unsure as to how many writers/artists would want to become involved.

It was noted that few social work students would look for work in prisons

Marie Therese also touched on her work using a Gestalt approach - leading the youths through a guided fantasy/meditation (often with music) and then asking them to paint or draw and write about their feelings. The project is about to publish its first youth-written book - "Die Truhe - Ich bin ein Zigeuner" - a story written by a traveller.

WRITING WORKSHOPS

FUNOC, BELGIUM

Our writing workshops are based on a few basic principles which stem from the philosophy of the "New Education Movement." We take an optimistic view from the outset; that is "Everyone can learn." Writing is not the exclusive domain of professionals (journalists and writers). With adequate tools and encouragement, everyone can write.

The workshop alternates individual and group work. It offers guidelines that everyone can use and that are more liberating than restrictive. There is no fear of the blank page, because we don't start from scratch. Jottings and other people's ideas are used...in this way we re appropriate the act of writing, the ability to write and communicate, to express oneself.

Writing workshops are extremely dynamic; there is discussion, writing, drawing, movement. People usually enjoy themselves a lot. It is a collaborative exercise on the part of all participants, including the tutor who carries out the same activities as the students.

A Collective Novel in a Prison Setting (Jamioulx)

The project grew from other writing and drawing work (poems , calendars) that had been produced by prisoners in French classes. It was also designed as a contribution to an exhibition in Brussels. The workshop was team taught. Some of the existing group members were adamant that there should be no reference to prison or real life situations in the story.

The first stage was to select the title and the theme. We chose "The child who wanted to fly." ("L'enfant qui voulait voler.") We used the same techniques mentioned earlier (posters, readings, jottings) in a varied manner in scenes that we worked out for each phase of the story. We thus had a section of the novel at the end of each session. We prepared the next workshop by selecting activities that we felt would most easily facilitate specific ideas or continue the story line, while at the same time trying not to influence the outcome too much. Approximately 10 people took part in the workshop. The group held together reasonably well, with some changes (absences due to punishment, visits, transfers and new comers). The group was very mixed in

terms of levels of spoken and written French, but everyone was extremely motivated. This workshop allowed us to take stock of the extent to which this technique can aid creativity and the development of the imagination. For two hours participants could overcome their prison bars and live elsewhere; become a child again, travel....

The group, while not representing a complete cross section of the prison population, was certainly not made up of " intellectuals". They gained great satisfaction from the production of this book which for them, was a real achievement, both in terms of their writing skills and their self confidence.

BEST COPY AVAILABLE

OPEN LEARNING PROJECT

held at H.M. Prison Wakefield

Easter 1988- Easter 1990

The **main aim** of the Albsu Project which took place at Wakefield, a top-security dispersal prison with over 700 inmates, was to set up a **communications workshop and resource centre for Basic Education students.** Before the Project, staff worked largely in isolation, arranging their teaching programmes in response to student needs and selecting and developing materials on their own. A common resource and workshop-style delivery therefore had wide-ranging implications for curriculum and staff development in addition to resource development and arrangement. The Project provided the time and professional guidance to encourage an atmosphere of mutual help and the sharing of experience and expertise.

One lecturer's hours were provided for the development work and it was decided to appoint a team of three, sharing the hours, from full-time and part-time staff. A half-time clerical assistant was appointed and sufficient funding was made available to purchase furniture, resources and equipment for the large room which was earmarked for the workshop. Another important aspect of **Project organisation** was the role of the Support Group. Regular meetings of interested parties from ALBSU, the Prison North Region, Wakefield District College and Wakefield LEA were held to discuss progress.

Using several **staff** who already worked in the prison had the benefit of embedding the Project firmly in the department. It also provided teaching hours to pilot and experiment alongside project hours. The Project became a joint effort and this feeling was encouraged by the involvement of other members of staff in appropriate sections of the work, with Project team members taking classes to liberate colleagues. As classes started to use the workshop, staff brought with them a wealth of resources and much of this was used as a basis for the filing system and

bookshelves. Staff working lunches were arranged to discuss developments and needs, ordering of equipment and materials, and for short training sessions. An exchange of staff with the College ABE workshop provided insight into workshop methodology for inexperienced staff.

Great benefits to all staff came from the purchase of an Apple Mac computer. The expertise built up by the clerical assistant, assisted by inmate workshop helpers, the use of cartoons and artwork (some produced for the Project by an artist employed in Project hours) meant that **materials** could be presented elegantly, clearly and consistently. A common filing system slowly emerged for all worksheets and many staff took the opportunity to improve materials or write new and use the project 'Design Service'. Special packs were written in a 'user-friendly' style: a teacher's guide to the 'Spelling It Out TV series, Prison Officer Promotion Examination 'Open Learning' materials (after work with Prison Officers arranged by the Prison Training Department), a 'Using Instructions' pack for students wanting to embark on the various vocational courses in the prison, and a simple guide to using 'View' which is one of the word-processing programmes we use.

Other **equipment** has made possible a more flexible approach to learning, such as the television and video with head phones and junction box so that individuals or small groups can watch television without disturbing others. BBC computers have been well-integrated into many aspects of basic work. Three computers are used for word-processing or computer-aided learning and a considerable amount of software is in use. We have purchased good-quality tables providing flexible furniture arrangement to respond to group requirements. Our video and tape library continues to grow and newspapers are brought in daily. Non-fiction books for topic and project work are loaned from the Schools' Lending service. Our own books, apart from essential reference, have been organised into a lending system to encourage student reading and the following-up of classwork.

From the beginning of the Project we reviewed the **curriculum** in our context and collected materials which not only up-dated but also extended our original 'English'

brief. A second Project aim was to use 'Social and Life Skills' topics as material for the teaching of Literacy and Communications. Many recently-produced materials are aimed to encourage practical interests and skills or to use topical issues and student interests as the basis for literacy work. We are also aware that workshop methodology, involving personal organisation, discussion and mutual help encourages social skills in an informal, real situation.

We have researched various **accreditation** schemes. We helped to pilot the Progress Profile which ALBSU recently developed. We looked carefully at the RSA Practical Skills and started to use the Certificate in Continuing Education with our abler students. The recent Wordpower scheme appeared at the end of the Project and is at present being considered for use with more basic students. The introduction of a Profiling assessment has encouraged us to broaden our curriculum, using the individual student's interests, aims and needs as the starting point of his programme of work and encouraging him to take responsibility for the selection and organisation of his learning. In addition we have collected more subject-based materials and accreditation possibilities for more capable students. The AEB Basic Skills examinations cover a range of subjects and many students have knowledge and skills in particular areas. Gaining success in such areas builds confidence in students who often feel inadequate. Aiming for any accreditation, however, remains the choice of the individual student.

In other ways also we have tried to **extend the range of student experience** and open up new possibilities for them. All Basic Education students have joined in the activities of a two-week Summer School with the emphasis on practical and participatory sessions. This has been a chance for students to come across new areas and as a result some new evening classes have been set up and students have joined a wider range of the available sessions on the evening class programme.

Our present concern in that the provision should be as responsive as possible to our students and we have devised a careful **co-ordinating** scheme, to cover all the time

that students are on education. The aim is to integrate the work of individual teachers across the range of basic work, including numeracy and mathematics, so that all are informed about the aims of the individual student and his progress is clearly charted.

Now the Project is over we strive to maintain and develop the facility we have without the extra development hours. The impetus given by the Project to review our organisation and refine our provision remains, and changes continue to result.

Visits from prisons around the region have taken place and a two-day course has been run to disseminate project findings. Visits to Wakefield are always welcome.

Please contact: **Lesley Taylor**
Education Department
HM Prison, Wakefield
WF2 9AG **Tel. 0924 378282**

MAKING LITERACY ACTIVE - A SUMMARY

WORKSHOP BY BETTY CLEARY AND BERNADETTE SPROULE

IRISH PRISON EDUCATION SERVICE

Literacy is a very broad term. We depend on the written word for so much of our communication and learning that literacy work is probably best thought of as "Basic Education", where any kind of material or activity can be adapted to help improve literacy skills. The following is a description of methods and strategies we have used with Basic Education groups in the Training Unit of Mountjoy Prison. Because we have used photographs as stimulation or support in much of our work, they will be the link between many of the different strategies.

Writing stories can give a student an opportunity to use imagination and experience to express opinions and feelings about a subject. Photographs are a useful way to spark off this kind of writing. One photo can imply many stories. The student responds personally to the situation, characters, mood, etc., inherent in the photograph. The teacher's role is to elicit responses from the students which can be translated into the written work. Newspaper headlines can be used in the same way as photographs but are not as rich in information.

In the same way, both photographs and headlines can also lead to play-writing. For instance, working from a photograph, the group can brainstorm ideas about the dramatic situation and characters. Then scenes can be sketched and the writers, working alone or in small groups, can flesh out the action and dialogue. Any difficulties that arise can be discussed with the rest of the group. Play-writing is good for the improvement of many skills including spelling, punctuation, clarity of expression and intent, logical progression of action and character, proof reading and so on. Photographs can also be used with drama in education methods to initiate role-play activities which, after development of characters, situations and so forth can lead to various kinds of writing.

Debating is another very useful and enjoyable activity for Basic Education students. Students choose and explore a topic. They learn a lot about the chosen topic and also get a valuable chance to express their own opinions and experiences. All kinds of reading material can be used e.g. magazines, newspapers, leaflets, letters, posters etc., and there are plenty of opportunities for writing, as in note-taking, letter writing, speech writing. Also students must use different methods of information gathering. We have used photographs to stimulate thinking on a particular topic and students use them to illustrate points during a debate. Debates give valuable opportunity for developing oral communication skills and listening skills. Visits from relevant outside experts give further opportunity here and have a social dimension, as does the debate itself where other members of the group act as chairman and "hospitality committee", looking after refreshments.

Other audio-visual techniques are useful too. For example, we audiotape readings of plays, either student or other-written. This means students are willing to practise reading a script several times and to put expression into their voices in order to get a good sound recording.

We also use video cameras to record interviews and mock programmes. This gives students a chance to comment on their own performance and to notice communication or presentation problems they may have. Scripting is involved here too.

Another "activity" we introduced because of interest expressed by students is craftwork. Here patterns must be read, copied and followed while the atmosphere during a craft class tends to be relaxed, friendly and chatty.

Apart from all these activities we also use worksheets which we can adapt to suit different levels within the one group.

A lot of what we do would not be possible were it not for the fact that we are two teachers working together. The fact that our own styles and interest compliment one another is important. Also, the fact that we can integrate with other teachers is invaluable. For instance, the help of the video teacher in the use of the video and the part played by the photography teacher and art teacher in helping students prepare posters for the debates or illustrate stories. Team work is important all round.

One last point is that it is also very important for students to see their work in print and being made use of. Also they like to show other what they have produced. For these reasons the class produces two magazines per year containing all sorts of creative writing, reports on debates and other activities of the members of the group with a few jokes and puzzles thrown in. These are done with the help of the computer for graphics and word-processing - two more skills for Basic Education students.

Henning Jorgensen, Denmark

Beyond the Prison Walls.

The theme of this work-shop is very broad and I am going to make it even broader. I won't only talk about literacy and basic education. I want to talk about 2 themes:

(1) Adult Education in Denmark (beyond)

(2) Prison (walls) in Denmark

(i) The Concept of Education.

When people from different countries are talking together, you often think that linguistic expressions are covering the same phenomenon/concept. But step by step the participants often come to realise that they are talking at cross purposes. I have also had this experience sometimes, particularly when talking about Education and Training. That is why I will try to give a little historical account, where I will look back about 150 years. In the middle of the last century Denmark was a typical agricultural country and with an absolute monarchy. It was a poor country which was bankrupt after wars with the United Kingdom. As a result of the social pressure arising from this situation, Denmark got it's free Constitution in 1849 - right after a war with Prussia. With this free constitution the common people (that is the poor peasants/farmers) got the vote to the Parliament and also got home rule in the local parishes. But the peasants/farmers were not educated, even though the Education Act of 1814 had made Education compulsory, it was unsuccessful because of poverty. Being uneducated is one thing, but they were also repressed - or at least they had the feeling of being inferior to the landowners and the well-educated people in the cities.

Therefore they were easy victims of political manipulation. A few academics thought that these country people constituted a strong force.

One of them was **N.F.S. Grundtvig**, clergyman, poet, politician and educational philosopher.

He created the philosophical and to some extent the practical background for the folk high school. The target group was the young peasants/farmers, who had the time for education in the wintertime when they hadn't any work. The aim of the education programme was what **Grundtvig** called "responsible people", who had life competence.

People with life competence were people, who - besides their special qualifications - had self-conceit and self-confidence.

And he believed that people with life competence would make right decisions, would be able to enter the democratic process, would be able to lead co-operative factories/establishments, would be valid members of/in society. And to be able to lead society. And **Grundtvig** was right. The free folk high schools had immense importance for democratic development - but also for the word Education.

In Denmark the term education is commonly understood to be a broad concept which includes self-confidence and similar value systems. **Grundtvig** is a part of what **Eric Fromm** calls the social character for most people in Denmark.

Graphically you might represent it in this way.

Therefore when we talk about education in Denmark we nearly always think of a broad curriculum i.e. both below and over the line.

Grundtvig's educational philosophy has also had other influences. In the beginning of this century we got what in translation are called adult educational organisations.
They were private organisations connected to unions, political ideas etc., that established those bodies.

When an organisation was approved for it's ability to bookkeeping, control and so on, it might establish adult education according to the law, and automatically it released grant to teacher's salary, administration and so on. The participants should pay a symbolic amount at the beginning. On the whole you might have education in everything. The legislation didn't intervene in relation to content. The main point only was, that there should be a content. **Grundtvig** believed that people with life competence always made the right choices.

For us in the prisons it has meant that there has been a tradition of adult education in society, an education whose aim was an enhancement of life competence.

A tradition with a broad curriculum. In practice it has also meant that we have been able to use this adult education provision both in prison and outside.

And an essential part of this provision is basic education and literacy education.

(ii) **Prison Walls.**

The other theme was:

Prison walls; and just in that field Denmark is something quite special - some people will also say unique.

The majority of our inmates are in prisons without walls - in open prisons (60%).

In the law it has been stated clearly that the inmate as a principle rule must serve his sentence in an open prison, if the sentence is 5 years or less. If the inmate must be in a closed prison (maximum security) it is "the system" which must prove/make probable, that he is unqualified for an open prison.

The open prisons haven't been thought out as a good means of treatment - or only to a modest extent. The open prisons were a result of the German occupation of Denmark. The only thing we have to thank the Germans for - probably. The Germans made demands on the prisons and abolished the Danish Police.

The result at the Liberation/the Capitulation was

1) a judicial settlement with collaborates and
2) a lot of ordinary criminals, who should serve their sentences.

We hadn't enough room in our closed prisons.

Different buildings were used - buildings without walls. It turned our to be good and it had a good effect on the environment of imprisonment.

From both a quantitative and qualitative perspective, it was obvious to think towards using outside education's projects. The educational institutions were just on the other side of the street and there were no walls you had to force either physically or mentally. In this way you got the prisons beyond the wall and outside there were some educational proposals.

And this has been our policy. "The inmates must have the same education and opportunities as people in outside society. And as far as possible the education must take place in educational projects outside prison..."

A little Bit about the Walls.

Finally, I want to say a little bit about the meaning of the context. It is my assertion, we can only effectively refine education in prison in it's present form to a certain extent.

The context = the walls with all their deprival of control, loss of responsibility, hits us so strongly that it is overshadowing the effect of the education.

Some research confirms this view.

In Greenland which is a part of the Danish Kingdom, you have many uneducated teachers - some of them with a short (emergency) education and others with a normal education for folk-school teachers. The population is spread over this big country in small villages and in a few "bigger" towns.

Copenhagen University has done research on the effect of the different education history (teacher - qualifications) of the teachers. Students' progress after leaving school was examined.

It was a surprise for all that there was no coherence between the qualifications of the teacher and students' progress.

On the other hand there was an evident coherence between the school's integration in the society and the pupil's progress.

I think it is just so in the prisons, too.

The conclusion isn't that we should stop training our teachers/instructors. Of course we shall continue. But at the same time we shall try to change the prisons. Change the walls so the inmates, the pupils, have the possibility to be responsible people with life-competence.

Henning Jorgensen

Denmark

UNESCO Institute for Education

Feldbrunnenstrasse 58

W-2000 Hamburg 13, Germany

Tel. +49 40 44 78 43 Fax +49 40 410 7723

BASIC EDUCATION IN PRISONS: A NEW RESEARCH PROJECT

Peter Sutton, Project Co-ordinator

The UNESCO Institute for Education (UIE) proposes over the next two years to conduct a major international investigation into Basic Education in Prisons. **We invite you to contribute your expertise**.

Context of the Project

The UN Economic and Social Council Committee on Crime Prevention and Control formally supports the provision of prison education, and acknowledges the right of prisoners to such education. The International Council for Adult Education (ICAE) recommends the promotion of prison education aimed at the full development of the human personality. This education should be relevant to prisoners' needs and abilities, be in conformity with society's demands, and be able to contribute to crime prevention and re-socialisation of prisoners. It should comprise literacy education, vocational training and other forms of continuing education. At the same time, the Council of Europe has come to similar conclusions, remarking that special attention should be given to those prisoners with particular difficulties, and especially those with reading or writing problems.

In countries of all types, offenders have a disproportionately high rate of illiteracy, among other social disadvantages, in comparison with society at large. Prisoners are typically young, able to learn but with a previous low level of education. They are dependent on whatever educational and cultural facilities are provided by the state and international organisations, and their lack of educational aspirations and

their incapacity for self-learning can be ascribed to social, cultural and economic deprivation.

Estimates indicate that in the industrialised countries of North America and Europe, and in Australia, some 25-40% of prison inmates are functionally illiterate. Of these, some 5% are thought to be totally illiterate. Among the population at large, in industrialised countries the rate of total illiteracy is put at between one and eight per cent, but functional illiteracy is frequently put at least as high as 20%.

The studies available from developing countries do not report figures on illiteracy rates in prisons at the national level. However, overall it may be generally accepted that illiteracy and semi-literacy levels among inmates are up to twice as high as among the adult population in general.

Aim of the project

Our intention is to identify strategies of basic education which have been judged effective by educators and learners in corrective institutions, and to disseminate information as widely as possible on these. We aim to contribute to the development of the potential of persons suffering disproportionate educational disadvantage, and to the productive re-socialisation of offenders.

The expertise of the UNESCO Institute for Education

UIE can bring to the issue of basic education in prisons an expertise built on an extensive range of research projects in the fields of literacy, post-literacy and continuing education for adults. A preliminary study on "Literacy in Prisons" was presented for discussion at the 25th Conference of the International Council for Social Welfare, held in Marrakesh in June 1990.

Proposed method of working

Working with individual researchers, governmental and non-governmental agencies in a selection of countries from all regions, including ex-offenders' organisations, we intend to document and examine current practices with regard to adult literacy and continuing education in corrective institutions. In particular, we shall co-operate with ICAE and the UN Committee mentioned above, and the European Network for Research, Action and Training in Adult Literacy and Basic Education.

We intend to collect existing reports and other documents, to commission case studies, and to disseminate our findings through a conference in Hamburg, and through the publication of the case studies, of an overview of strategies, and of other documents. Final publications will be circulated to Ministries of Education, Internal Affairs and Justice, to research partners and to other relevant institutions.

During 1991, we plan to conduct a literature survey, to make contacts with relevant partners, and to identify institutions with programmes meriting further study or where evaluation of impact has been conducted or appears feasible.

In the two years following we intend (subject to the availability of funds) to update our 1990 study, to commission case studies, to arrange a seminar of researchers, practitioners and ex-offenders' organisations to review draft reports, and to prepare and print final publications. In conjunction with ICAE, we propose to publish Guidelines for good practice, a reader, and a compilation of the statements on education and criminal justice accepted in 1990 and 1991 by the United Nations.

An invitation to participate

We invite you to send us:

- Reports on prison literacy rates
- Reports on basic education curricula and methodology in prisons
- Evaluations of the impact of prison education

- Details of administrative aspects of prison education
- Suggestions for case studies of basic education in prisons

All materials will be acknowledged and will be placed at the disposal of researchers in UIE's Library and Documentation Centre. Individuals and institutions making contributions will receive our published report(s) in due course.

We can read documents written in English, French, German and Spanish. If important information is available only in other European languages, please send this also, calling our attention to relevant passages. Please contact Peter Sutton, Project Co-ordinator, at the address at the head of this notice.

The European Prison Educators' Association

The concept of a European Prison Educators' Association originated at an international conference in Oxford, England in 1989. The EPEA was formally constituted in Stockholm, Sweden in 1993.

The aims of the EPEA are:

- to promote education in prison according to Recommendation No. R (89) of the Committee of Ministers to Member States of the Council of Europe (1989);
- to support and assist the professional development of persons involved in education in prison through European co-operation;
- to work with related professional organisations;
- to support research in the field of education in prison.

EPEA MEMBERSHIP

Full membership is open to individuals and organisations involved in the field of prison education and in related disciplines in Europe:

individual 5 ECUs organisational 25 ECUs

Associate membership is open to other interested persons:

within Europe 5 ECUs outside Europe 10$US

Prison education includes:

- basic and academic education;
- vocational education and training;
- social education;
- creative and cultural activities;
- physical education and sport;
- library facilities.

The EPEA working language is English.
Further information may be obtained from:

Ann Cameron,
Education Officer,
HM Prison,
3 Edinburgh Road,
Perth,
PH2 8AT,
Scotland.